

Providence Preparatory Charter School

*Preparing a diverse group of Providence middle school students
for success in college-preparatory secondary schools*

Toby Shepherd
Founding Head of School



P V D P R E P

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Cover Sheet

Name of charter: Providence Preparatory Charter School

Charter type: Independent

Location of charter school: Providence (address to be determined)

Enrolling community: Providence

Primary contact name: Toby Shepherd

Primary contact signature:



Primary contact role: Founding Head of School

Date: September, 2020

Address: PO Box 2438, Providence RI 02906

School Year	Grade Levels Served	Total Enrollment	School Districts
2021-2022	5, 6	126	Providence
2022-2023	5, 6, 7	189	
2023-2024	5, 6, 7, 8	252	
2024-2025	Charter is fully at scale		
2025-2026	Charter is fully at scale		

Signature of Board Chair:



Name: Delia Rodriguez-Masjoan,

Organization / Title: ONE Neighborhood Builders, Resident Engagement Project Manager

Date: September, 2020

Name of Establishing Entity: Center for Dynamic Learning

Signature of Entity Representative:



Print Name: Beth Cunha

Position Title: Founder, Executive Director

Date: September, 2020

Executive Summary

The mission of Providence Preparatory Charter School is to prepare a diverse group of Providence middle school students for success in college-preparatory secondary schools.

Providence Preparatory Charter School (“Providence Prep”) is a college-preparatory, fifth through eighth grade charter school proposing to serve a small, racially and economically diverse group of learners from across the City of Providence. We will open with 126 students in grades five and six (three classes of 21) and grow one grade per year, educating 252 students at full capacity in the 2023-2024 school year. All students will leave grade eight prepared for the demands of a college-preparatory high school.

Providence Prep is being proposed by a group of Providence families and community members and is sponsored by the Center for Dynamic Learning, an after school program with over 15 years of experience in the South Side of Providence.

Providence Prep is grounded in several guiding principles. Our school is small by design, with co-taught classes, quarterly expeditionary learning experiences, evidence-based curricula, a year-round calendar, daily academic interventions and a warm, safe and family-like school culture. Our entire learning community – students, staff and Board members alike – is racially and economically diverse, proudly representing the diversity of Providence’s many neighborhoods. Our eight and a half hour school day and 220+ day school year allows for significantly more academic intervention and enrichment than the typical school year. We take a design approach to every minute of the school day, and we seek to partner closely with families through home visits, daily text messages and other forms of communication. We use high quality, evidence-based materials across the curriculum. We assess frequently and offer one hour each day of personalized intervention and support. Every grade participates in four “signature experiences” each year.

Providence schools face big challenges. Low rates of student achievement and big gaps in student outcomes are all too common across the system. But Providence's middle schools are *especially* challenged. The majority of Providence's public middle schools have been identified by the Rhode Island Department of Education ("RIDE") as in need of "comprehensive support and improvement," ("CSI") a designation indicating that these schools are among the lowest performing five percent of all schools in the state. Across the city, over 5,000 middle school students attend schools where approximately 90% of students are neither reading nor performing math on grade level. Providence Prep proposes to provide a lottery weight to incoming students who attend CSI designated elementary and middle schools.

If authorized by the Rhode Island Board of Education, Providence Prep will provide a rigorous, high quality public school option to a racially and economically diverse group of middle school students. We have set ambitious academic goals for our school that are aligned with the top performing middle schools in our state as well as RIDE's Turnaround Action Plan for the Providence Public School District ("PPSD"). Our ultimate goal is for 100% of our graduating eighth graders to earn a score sufficient for admission on the Classical High School entrance exam and earn ultimately admission to one of New England's college-preparatory high schools.¹

Like all charter schools, Providence Prep will be governed by a non-profit, volunteer Board of Directors. A copy of our five-year organizational plan is included later in this application.

¹ We define "college-preparatory high school" as a high school where more than 80% of graduates enroll in an accredited college or university within six months of graduation.

Mission Statement

The link between a college degree and economic prosperity is clear, compelling and well documented. According to the United States Bureau of Labor Statistics, Americans who hold bachelor's degrees enjoy annual earnings over 134 percent higher than Americans without college degrees. According to the Rhode Island Department of Labor & Training, future Rhode Island occupations that require a Bachelor's degree or higher will pay nearly three times as the rate that occupations requiring a high school diploma or less will pay.² A college education is correlated with lower incidences of poverty, greater likelihood of retirement savings and improved job security. Outcomes such as life expectancy, the probability of being incarcerated and the likelihood of being married and reporting being happy are all highly correlated with the higher educational attainment.³ Research even shows that the benefits of a college degree extend beyond the degree holder to the larger community. According to the Lumina Foundation, community benefits from individuals with a college degrees range from higher lifetime taxes and lower lifetime government expenditures to decreased crime and increased civic participation.⁴ The fact remains that, even in 2020, a college degree is society's most tangible pathway to middle-income careers and expanded life opportunities.

Despite this, data show that the vast majority of Providence's middle school students are not on track to succeed in rigorous college-preparatory high schools. In the 2018-2019 RICAS administration, only 10% of PPSD eighth graders met expectations in reading and only 6% of PPSD eighth graders met expectations in math.⁵ Ninety plus percent of Providence's incoming freshmen high school students are not prepared for a college preparatory high school

² Rhode Island Department of Labor & Training Labor Market Information, 2026 Occupational Projections

³ Tamborini, Christopher R., ChangHwan Kim, and Arthur Sakamoto. 2015. "Education and Lifetime Earnings in the United States." *Demography* 52: 1383–1407.

⁴ Trostel, P. (2015, October 14). *It's Not Just the Money: The Benefits of College Education to Individuals and Society* [PDF]. Margaret Chase Smith Policy Center & School of Economics, University of Maine.

⁵ Rhode Island Department of Education, 2018-2019 Report Card

experience. And while Providence maintains several small independent schools serving diverse learners in the middle grades, these schools typically maintain tuition or academic screens.

That's where Providence Preparatory Charter School comes in. The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory high schools. Providence Prep will be Providence's first independent, tuition-free, standalone charter school serving a diverse group of learners in the middle level grades. We will combine a longer school day and longer school year with a rigorous academic program and a structured approach to school culture to create a warm, safe, academically challenging school environment. We will prepare our students for success in college-preparatory high schools here in Providence and throughout New England.

Proposed New Student Seats & Enrollment

Providence Prep will open with 126 students in grades five and six in the 2021-2022 academic school year. Providence Prep will add one grade level per year in each of the following two years. In the 2022-2023 school year, Providence Prep will serve 189 students in grades five, six and seven. In the 2023-2024 school year, Providence Prep will reach full enrollment and will serve 252 students in grades five, six, seven and eight.

Providence Prep: Proposed Growth Plan			
School Year	Grade Levels Served	Total Enrollment	School Districts
2021-2022	5, 6	126	Providence
2022-2023	5, 6, 7	189	
2023-2024	5, 6, 7, 8	252	
2024-2025	Charter is fully at scale		
2025-2026	Charter is fully at scale		

Providence Prep is an intentionally small school. At Providence Prep, each grade level will enroll approximately 63 learners and each grade level is split into three small co-taught homeroom classes of approximately 21 students each.

We choose to start Providence Prep in the fifth grade rather than the traditional sixth grade intentionally. We anticipate that the majority of our newly enrolling students will require academic intervention and re-teaching to access rigorous middle school level content and we seek to use fifth grade as a year to help all students ramp-up to the high expectations of our academic program.

We anticipate a minimal level of attrition. Seats that become available will be filled from students on our waiting list up until the March lottery for the subsequent year. With the exception of non-Providence residents who may enroll at Providence Prep as the children of founding Board members or staff members, we expect that 100% of our student population will reside within the City of Providence.

Lottery & enrollment procedures

Providence Prep's lottery and enrollment process begins with proactive outreach within the community in partnership with community-based organizations. Providence Prep will conduct outreach in a variety of ways, including through direct contact with elementary schools; communication through radio stations, news outlets, and social media; communication with local non-profits and health care providers; through "street teams" of volunteers and other representatives stationed at community hubs during times of high foot traffic; and through channels like the Rhode Island League of Charter Schools. (See Appendix O for a list of anticipated 2020-2021 recruitment sites.)

In the future, Providence Prep will utilize the current school year's waiting list to seek applications for the following school year. Because application waiting lists may not roll-over into the next year, staff will conduct outreach to families on the current waitlist and ask them if they wish to be included in the next year's enrollment lottery, in case a space does not become

available during the current year. If a family responds affirmatively, a new application will be completed and entered for the next year's enrollment lottery.

As described in further detail below in the *Proposed Partnership with Providence Public School District* section, Providence Prep proposes to partner closely with PPSD to ensure that all rising fifth grade students have the opportunity to apply to Providence Prep's enrollment lottery. Additionally, Providence Prep proposes to be included as an option on the District's middle school choice form. As described further below, Providence Prep will provide an additional lottery weight to any lottery applicant enrolling in Providence Prep from a CSI identified elementary or middle school.

All prospective students must complete a written application that will be available in three languages: English, Spanish, and Portuguese. Applications are accepted until close of business on the last business day before the lottery date. Applicants are eligible for enrollment prior to the lottery process if they are: 1) children of school founders, Board members and full-time staff; or 2) siblings of current students. These applicants are offered enrollment immediately, should space be available, and are not included in the lottery. Providence Prep will employ a fair, random, open enrollment lottery process for all applicants. The lottery process and template enrollment paperwork is described in a technical brief provided in Appendix D.

Goals

Our school is founded with the singular goal of preparing a diverse group of Providence middle school students for success in college-preparatory high schools. Our school will work relentlessly to ensure that 100% of our students meet this goal. We know that in order to meet this ambitious goal, Providence Prep must maintain a highly effective internal culture of goal setting, data collection, performance assessment and response.

For the purposes of school accountability, Providence Prep will always meet the goals established by Rhode Island's Charter School Performance Framework. Specifically, under the Primary Indicator of Academic Performance, our school will always achieve a minimum of either a three star rating or a four star rating that is approaching the five star rating for achievement and growth. (Note that in the 2018-2019 school year, no Providence middle school achieved higher than two stars.) Additionally, our school's weighted average proficiency rate for both ELA and Math will always exceed PPSP's weighted average proficiency rate for both content areas, minus the error value. Our school will earn a minimum of three ELP Progress points as measured by the school index score published in the statewide school accountability system and we will earn at least two points each for growth in both ELA and Math as published in the statewide school accountability system. We will meet or exceed expectations in the sustainability indicators, and within each of their component measures, of financial performance, organizational performance and compliance.

Internally, however, we see the Charter School Performance Framework as a minimum baseline and, as our draft annual academic goals demonstrate, we will set highly ambitious internal academic goals for all students. Our Board of Directors will hold the school accountable to these goals. These goals are demonstrated below:

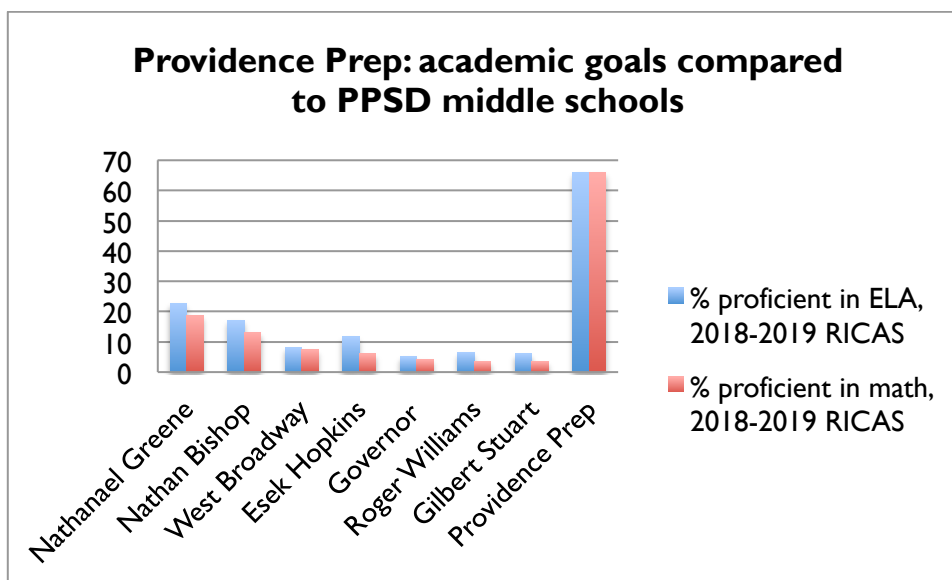
Providence Prep: Proposed Internal Academic Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
5 th Grade RICAS - ELA	50% Meet Expectations	50+%	50%	40 – 49%	Below 40%
5 th Grade RICAS - Math	50% Meet Expectations	50+%	50%	40 – 49%	Below 40%

6 th Grade RICAS – ELA	60% Meet Expectations	60+%	60%	50 – 59%	Below 50%
6 th Grade RICAS – Math	60% Meet Expectations	60+%	60%	50 – 59%	Below 50%
7 th Grade RICAS – ELA	70% Meet Expectations	70+%	70%	60 – 69%	Below 60%
7 th Grade RICAS – Math	70% Meet Expectations	70+%	70%	60 – 69%	Below 60%
8 th Grade RICAS – ELA	85% Meet Expectations	85+%	85%	75 – 84%	Below 75%
8 th Grade RICAS – Math	85% Meet Expectations	85+%	85%	75 – 84%	Below 75%

Additionally, we maintain a specific goal for that no fewer than 85% of our multilingual learners will meet their annual target on the ACCESS assessment.

Providence Prep: Proposed Internal Academic Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
% of MLLs who meet annual targets on ACCESS testing	85%	85+%	85%	75 – 84%	Below 75%

These internal academic goals are ambitious and benchmarked to Rhode Island’s highest performing middle schools. Meeting the goals indicated here would place Providence Prep’s middle school students significantly ahead of their district peers and among the top five middle schools in the State of Rhode Island, as compared to 2018-2019 ELA and Math RICAS proficiency.



Providence Prep: academic internal goals compared to RI's high performing middle schools				
	% proficient in ELA, 2018-2019 RICAS		% proficient in math, 2018-2019 RICAS	
1	Barrington Middle School	76%	Barrington Middle School	66%
2	Wickford Middle School	72%	Providence Prep	66%
3	North Cumberland Middle School	71%	North Cumberland Middle School	61%
4	Providence Prep	66%	Wickford Middle School	60%
5	Jamestown School-Lawn	58%	Jamestown School-Lawn	57%

In addition to these annual internal goals, Providence Prep maintains additional goals at the teacher and grade-level team related to daily exit tickets, weekly grade level quizzes and quarterly interim assessments. These include both demonstration of essential skills and content mastery in both core classes and signature experiences. Below, we present our draft internal goals regarding the demonstration of mastery of our school's seven essential skills. (More information on these essential skills appears later in the Curriculum & Coursework section.)

Providence Prep: Internal Essential Skills Goals

Description	Target	Exceeds	Meets	Approaches	Does not meet
% of 5 th grade students demonstrating mastering of 5 or more essential skills	50% per quarter	50+%	50%	40 – 49%	Below 40%
% of 6 th grade students demonstrating mastering of 5 or more essential skills	60% per quarter	60+%	60%	50 – 59%	Below 50%
% of 7 th grade students demonstrating mastering of 5 or more essential skills	70% per quarter	70+%	70%	60 – 69%	Below 60%
% of 8 th grade students demonstrating mastering of 5 or more essential skills	85% per quarter	85+%	85%	75 – 84%	Below 84%

In addition to the goals of the charter school performance framework, we will closely measure two key indicators of success that directly correlate to our mission of preparing a diverse group of middle school students for success in college-preparatory high schools. We aim for virtually all students to pass Providence’s Classical High School Exam, and for all students to earn admission to a college-preparatory high school.

Providence Prep: Proposed Internal School-Specific Goals

Description	Target	Exceeds	Meets	Approaches	Does not meet
8 th graders passing Classical High School Exam	95%	95+%	95%	85-94%	Below 85%
8 th graders students earning admission to a college-preparatory high school	95%	95+%	95%	85-94%	Below 85%

We maintain several goals related to financial management, demand for enrollment and Board engagement in the category of organizational viability:

Providence Prep: Proposed Internal Organizational Viability Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
Unqualified audit	YES	-	-	-	-
Days Cash on Hand	No less than 50	70	60	30	25
Enrollment as % of capacity (monthly)	100%	-%	100%	96%	93%
Active waitlist	50% of enrollment cap	60+% of enrollment cap	50%	30% - 50% of enrollment cap	0 - 30% of enrollment applicants
Fund development (reflected in cumulative amount)	\$150,000	\$150,000+	on track to \$125,000	on track to \$100,000	on track to \$75,000
% Board Giving	100.00%	-	90%	80%	70%

Below, we are also pleased to present additional goals in the categories of Student & Staff Culture & Climate, Talent, and External Affairs.

Providence Prep: Proposed Internal Culture & Climate Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
Average daily attendance	98%	98%+ ADM	93 – 98% ADM	93 – 88% ADM	83 – 88% ADM
% of students present 90+% of the school year	98%	99 – 100%	98%	85 - 95%	85% or less
Annual RIDE Panorama Survey - students	Outperform district average in <u>all</u> categories by 5 percentage points or more	Outperform in all categories by 10 percentage points or more	Outperform in all categories by 5 percentage points or more	Outperform in majority of categories	Outperform in fewer than 50% of categories
Annual RIDE Panorama Survey - teachers & staff	Outperform in <u>all</u> categories by 5 percentage points or more	-%	100%	96%	93%

Staff retention	100%	-	100%	2 or fewer invited staff decline to return	3 or fewer invited staff decline to return
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Providence Prep: Proposed Internal Talent Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
% total staff self-identify as from diverse backgrounds	50+%	50+%	50%	30 - 50%	10 - 30%
% positions with a diverse candidate in final round	100%	-	100%	90%	80%
% instructional staff with 2+ yrs experience	100%	-	100%	90%	80%
% chronically absent staff (11+ days of absence)	No more than 2	1 or fewer	2 or fewer	4 or fewer	6 or fewer
# 19-20 vacancies filled by Aug PD	100%	-	100%	2 or fewer new hires after PD	3 or fewer new hires after PD

Providence Prep: Proposed Internal External Affairs Goals					
Description	Target	Exceeds	Meets	Approaches	Does not meet
Positive press features per quarter	1	2+	1	0	0
Growth in Facebook likes	2% per month	3+% per month	2% per month	1% per month	0% per month
Growth in Twitter followers	2% per month	3+% per month	2% per month	1% per month	0% per month

Providence Prep and its Board of Directors will track weekly, monthly and quarterly performance against these goals for internal performance management purposes. (These goals are distinct from the formative assessments that our school will use internally for school-, grade- and student-level performance data described in the *Assessment System* section.) Additionally, Providence Prep will publish a public annual report for the broader community to track the school's progress against these and other goals.

Finally, we close this section with a comparison of these internal school goals with the June 2020 Rhode Island Department of Education and Providence Public School District "Turnaround Action Plan" (TAP). We have selected five specific goals from the TAP that correspond with proposal school goals indicated above.

Priority Challenge	Metric	PPSD Baseline (AY1819)	Turnaround Action Plan Goal (AY2425)	Providence Prep School Goal
Engaged Communities	Percentage of families with a favorable perception of being involved with their child's school	25%	80%	85%
Excellence in learning	Percentage of students who are present 90% of the school year	62.7%	90%	98%
	Percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%	85%
	Percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%	85%
	Percentage of students who meet their annual MLL targets on the ACCESS assessment	37.8%	67%	85%

Community need and support

Providence Preparatory Charter School is pleased to submit a charter proposal that we believe is authentically rooted in the strengths, ambitions and needs of the Providence community. The founding applicant group maintains deep ties to the City of Providence and its youth serving organizations, including the Providence Public School District.

i. College preparatory tradition

We note first that Providence Prep is proudly rooted in the tradition of high performing, college-preparatory urban charter schools. Cities like New Haven, Newark, New York and Boston became home to high performing charter schools like Amistad Academy, North Star Academy, Roxbury Prep and KIPP Schools in the late 1990s and early 2000s. These schools often began at the middle school level and, over time, grew to include both elementary and high schools. While Rhode Island developed several independent charter schools during

this same period, none existed in Providence with a singular focus on college-preparatory academics until the introduction of Achievement First schools in 2013. Providence Prep aims to recreate many of the structures that make these and other high performing charter schools successful including a longer school day and school year, a thoughtful approach to student culture and a school wide focus on assessment and data.

But in addition to these structures, we aim to apply some of the “lessons learned” in the charter sector over the last ten years. These include teaching and assessing for essential skills that transcend grade level content, joyfully inviting parents and caretakers to be partners in their children’s educational progress with individualized and daily communication about each student’s academic progress and categorically rejecting suspension as an exclusionary and harmful practice to students and school culture alike. Our school will replace the “no excuses” approach to student discipline with investment in behavioral and mental health counseling, and we believe deeply in cultivating positive relationships between students and adults. We will go deep on community building with an all-day homeroom model, twice-daily community meetings and four yearly expeditionary learning opportunities that we call “signature experiences.” We believe these elements of our school design are not tangential to our college preparatory mission, but essential in creating the conditions necessary for a truly high functioning school environment.

We believe the need for a new, college preparatory middle school in the City of Providence is clear. In June of 2019, Johns Hopkins School of Education released a 93 page review of the Providence Public School District that uncovered “*deep, systemic dysfunctions in PPSP’s education system that clearly, and very negatively, impact the opportunities of children in Providence.*”⁶ At the middle and high school level, the report found “*an exceptionally low bar for instruction,*” and school culture that was described as “*utterly broken.*” As a result, the State of

⁶ Johns Hopkins Institute for Education Policy (2019) Providence Public School District in Review.

Rhode Island took the unprecedented step of assuming operational control over the Providence school district the fall of 2019.

Assessment and accountability data support the conclusions of the Johns Hopkins report. The majority of Providence’s public middle schools have been identified by the Rhode Island Department of Education as in need of “comprehensive support and improvement,” a designation indicating that these schools are among the lowest performing five percent of all schools in the state. Across the city, over 5,000 middle school students attend schools where approximately 90% are neither reading nor performing math on grade level.

PPSD Middle Schools: 2018-2019 RICAS Proficiency & Chronic Absenteeism				
<i>School</i>	<i>Enrollment</i>	<i>ELA proficiency</i>	<i>Math proficiency</i>	<i>Chronic absence</i>
Nathan Bishop	689 students	17%	13%	44%
DelSesto	902 students	5%	4%	39%
Nathanael Greene	976 students	23%	19%	29%
Esek Hopkins	552 students	12%	6%	47%
Gilbert Stuart	907 students	6%	4%	33%
West Broadway	468 students	8%	7%	42%
Roger Williams	789 students	7%	4%	41%
<i>Bottom line:</i>	<i>5,283 students</i>	<i>11% proficient</i>	<i>8% proficient</i>	<i>40% chronically absent</i>

These findings mirror conclusions reached in other reviews. In 2013, Rhode Island’s Latino Policy Institute documented a “crisis” in Latino student achievement and English language education that was primarily concentrated in Providence and its neighboring districts.⁷ In March of 2018, the United States Department of Justice notified the City that its lack of support for English learners violated the Equal Educational Opportunities Act of 1974, and in 2019 the Council of the Great City Schools reported that “*there was little sense of shared responsibility for*

⁷ Huguley, James. (2013) “Latino Students in Rhode Island: A Review of Local and National Performances,” *Latino Policy Institute at Roger Williams University*. Providence, RI

the achievement of ELs in the school district,” and that “at the highest levels of the school system, leaders were unable to articulate the needs of ELs or define a vision of academic success for ELs.”⁸ In a city where more than one third of children live in households with incomes below the federal poverty level and nearly 60% of students live in homes where a language other than English is spoken, the implication is heartbreaking but clear: Providence’s school system denies opportunity for educational advancement precisely to those students who would most benefit from high quality school options.

Enrollment data demonstrate that Providence families are seeking quality school options across the K-12 spectrum. In 2019-2020, Providence residents submitted 4,915 unique applications for enrollment at public charter schools, accounting for 47% of all charter applications statewide. Only 875 of these applications – less than 20% - were offered a seat. Another 2,877 Providence students enroll in private or parochial schools or other LEAs, meaning nearly one third of Providence families actively seek or enroll in non-PPSD schools. Providence-based charter schools serving middle grades matriculate the vast majority of their middle school students from their sending elementary schools making supply of high quality middle school charter seats especially constrained.⁹

For these reasons, we believe the need for a new, high-potential public middle school serving the City of Providence is clear and compelling. In Appendix P we are pleased to incorporate letters of support from several local youth serving organizations and educators including the College Crusade of Rhode Island, Rhode Island Kids Count, two statewide Teachers of the Year and others. Finally, please note that because Providence Preparatory Charter School is not proposing a “network charter” we have no materials responsive to the requirements of RIGL 16-77.5-1.c.

⁸ Council of the Great City Schools (2019) Raising the Achievement of English Learners in Providence Public Schools: Report of the Strategic Support Team of the Council of Great City Schools

⁹ New Seat Application Technical Assistance, Rhode Island Office of Charter Schools, Summer 2020

ii. “Mini Middle”: Our Plan for Pop-up Middle School

Over the course of the 2020-2021 academic school year, Providence Prep will offer ten “Mini-Middle” tutoring opportunities to middle-school students throughout the City of Providence. In partnership with local non-profit community based organizations, “Mini-Middle” pop-ups will provide individualized tutoring, catered meals and enrollment information about Providence Prep over a three-hour evening workshop. These “Mini-Middle” tutoring opportunities are intended to introduce prospective students and families to Providence Prep and its staff. See Appendix O for a list of tentative dates and location times.

iii. Proposed Partnership with Providence Public School District

Providence Prep is committed to partnering with PPSD, and with RIDE, to support RIDE and the District’s goals to improve educational outcomes for *all* public school students in Providence. As detailed in the attached proposed Memorandum of Understanding (Appendix L), Providence Prep proposes to partner with PPSD in several ways.

First, Providence Prep proposes to actively recruit from Providence’s fourth grade classes in close partnership with PPSD. This recruitment will include presentations, mass mailings (including our application forms with return postage service provided) and other forms of communications to the families of rising fifth graders across Providence’s 22 elementary schools. We seek to ensure that no student who is interested in entering our lottery is denied the opportunity to do so due to lack of information about our enrollment process. As described in the lottery and enrollment section of this application, students who enroll at Providence Prep will be given an extra lottery weight if they are enrolling from an elementary or middle school that has been identified as a CSI school in the preceding school year. This lottery preference is intended to give an additional opportunity for enrollment at Providence Prep to students who may have previously attended schools with low levels of academic performance.

Additionally, even though Providence Prep will begin enrollment in the fifth grade, Providence Prep also proposes to be included the District's middle school choice process at the sixth grade.

Beyond collaborating in enrollment, Providence Prep proposes to partner closely with the Providence Public School District to offer shared professional development opportunities and training to PPSD faculty, staff and school leaders. Providence Prep will work closely with Providence's Middle School Zone Executive Director (or comparable position) to ensure that the appropriate PPSD staff are included in all Providence Prep professional development opportunities.

Finally, as detailed in the Diversity, Equity and Inclusion section of this charter application, Providence Prep will produce an annual report to the Providence School Board and other city and state stakeholders that details our school's academic, financial and organizational performance.

Educational program

In this section, Providence Preparatory Charter School is pleased to describe our guiding principles and values, including our pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal setting.

i. Guiding principles

Middle school is often considered to be, in a word, awful. As students entering adolescence begin to experience significant developmental changes they leave behind the familiar structures of the elementary homeroom for the larger and more complicated multi-class structures of junior high school. Parents fear that the joy of learning and special sense of school belonging that characterizes the elementary years will be replaced with a sense of alienation as bullying, social pressures and risky behaviors become more prominent in a young person's life.

Academic content often becomes less accessible to middle school students just at the moment when their ability to master foundational academic skills and develop positive school attitudes are proving more consequential for their long-term success. In short, middle school is often a high stakes, make-or-break moment in a young person's academic career – and more often than not it is approached with dread and foreboding.

Providence Prep categorically rejects this mindset. We love middle school. Our school's guiding principles, as described below, are designed to build on each other to create an authentically joyful, high performing middle school experience for all students. The first seven principles of our school design are principles we believe to be universally true and common across high performing urban charter schools and the final three principles we cite here are specific to the vision of Providence Prep.

1. **Everyone can and will achieve high academic standards.** We believe all students, regardless of family income or previous academic experience, are capable of achieving at high levels if given appropriate access to the right supports, structures and academic interventions. Providence Prep will be a racially and economically diverse middle school by design. According to research, racially and economically integrated schools are often correlated with higher rates of academic achievement and college enrollment, lower rates of school drop-out, and improved social and emotional skills like leadership, self-confidence and preparation for diverse workplace settings.¹⁰ Our diverse student body will enjoy access to highly effective teachers, evidence-based and grade-level curricula, and frequent

¹⁰ G. Palardy, "Differential school effects among low, middle, and high social class composition schools," *School Effectiveness and School Improvement* 19, 1 (2008): 37.

G. J. Palardy, "High school socioeconomic segregation and student attainment," *American Educational Research Journal*, 50, no. 4 (2013): 714

R. Balfanz and N. Legters, "LOCATING THE DROPOUT CRISIS: Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them?" Center for Research on The Education of Students Placed at Risk, Johns Hopkins University, September 2004, <http://www.csos.jhu.edu/crespar/techreports/report70.pdf>.

assessment and daily individualized intervention to ensure we are preparing students from all background for success in college-preparatory high schools.

2. **Mission is everything, everything, everything.** Our college-preparatory mission lives in every aspect of our school and is upheld by all members of our school community at all times. Everything that makes our school unique – our signature experiences, our homeroom model, our extended school day and school calendar – exists in service of our college-preparatory mission. We are committed to outcomes, not inputs. We course correct and adapt as the data guides us.
3. **Culture is paramount.** According to RIDE’s 2020 SurveyWorks data, nearly 60% of Providence elementary students report a positive sense of belonging at their school but only 32% of students report the same feeling at the middle and high school level. We believe this finding is at the heart of why middle schools too often serve as an off-ramp to academic success. We know that strong, safe and structured school environments are necessary for high-quality teaching and learning. We believe that physical and emotional safety is a necessary prerequisite for high quality learning experiences. Our (1) small-by-design school size, (2) all-day homeroom model, (3) clear and consistent code of conduct, and (4) daily parent and family communication are all designed to provide students with the school culture experience they need to feel safe, welcome and supported.
4. **Lots & lots of time in school.** Research has repeatedly demonstrated that the traditional school day and ten month academic calendar is outdated and insufficient to prepare students for success in college-preparatory high schools.¹¹ Providence Prep is proud to maintain an eight and a half hour school day and a 220+ day, yearlong calendar that offers significantly more instructional time than the traditional district school.

¹¹ Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector.

5. **Consistency matters.** We believe daily routines and practices must be predictable, consistent and reinforced across classrooms. To support a safe and structured school environment, Providence Prep commits to a consistent set of daily routines across classrooms and common times.
6. **Skills over content.** Essential skills like collaboration and problem solving play a paramount role in students' elementary school experiences. They often do not reappear, however, until the high school level as young adults prepare for life in college and in the workplace. We believe essential skills matter mightily in middle grades when young people are beginning to navigate their new and complex social and personal identities. That's why our *whole school experience* – including but not limited to our honors curriculum – is designed to teach the seven essential skills of analyzing, questioning, listening, speaking, writing, synthesizing and problem solving. We assess these skills across school experiences – from the Honors ELA classroom to the bus stop and from our signature experience trip to the Boston Freedom Trail to our quarterly student-led parent teacher conferences. Yes, the content we teach – from experimenting with decomposition in science to learning about the world deserts in social studies – is important in itself. But more important, we believe, is the way in which it serves as a vehicle for practicing and mastering the essential skills necessary for success in life and in college-preparatory high schools.
7. **Families are partners.** We know that all families want to help their students succeed, but schools often create barriers to meaningful participation. In our experience, family communication can often sporadic, reactive or inconsistent from classroom to classroom. We believe that families play a key role in supporting a students' academic achievement and we communicate with every parent every day about every student's academic progress, period.

8. **Small is beautiful.** As we have described throughout this application, we believe small schools offer middle school students the family like structures and individualized attention they need to feel safe, supported and successful. We have designed our daily schedule to reflect the elementary homeroom model. Each homeroom hosts morning and afternoon community meetings, and students stay in a single homeroom throughout the school day with content teachers cycling in. Most classes are co-taught between an interventionist and a core content teacher, and our homeroom teachers will consider “looping” up in grade levels every two years to allow for even more consistent teacher/student relationships. These structures, along with our commitment to family partnerships, will allow us to build authentic and lasting relationships between faculty members and families.
9. **Everything is interesting.** We know that great schools are magical places where lessons are consistently riveting and students feel challenged, supported and loved every single day. Through professional development, feedback and coaching and lots of self-reflection, our school will work hard to cultivate extraordinary teaching and learning.
10. **Childhood is extraordinary!** Finally, as we noted at the beginning, we think it is a tragedy that middle school is a dreaded time instead of a celebrated time for schools and families. The middle level years are a time of growth, change, exploration, and learning. Our school is designed to provide the structure and support necessary to make these years of joy and positivity.

ii. Curriculum and coursework

Providence Prep’s academic curriculum is designed around seven “essential skills” and 120 specific, grade-level content objectives. We define essential skills as foundational, life-long habits of learning that students practice across content areas and grade levels. At Providence Prep we have identified (1) Analyzing, (2) Questioning, (3) Listening, (4) Speaking, (5) Writing,

(6) Synthesizing and (7) Problem Solving as the seven Essential Skills we prioritize. Providence Prep will use a standardized rubric – to be developed in partnership with our founding faculty – to assess demonstration of essential skills on both unit assessments and signature experiences.

In addition to essential skills, we also recognize that middle school is an important time for young people to engage with and master specific grade level content like adding and subtracting decimals and natural selection. We recognize that research has repeatedly demonstrated that access to high-quality, evidence-based instructional materials is directly correlated with student learning outcomes and for this reason, Providence Prep believes in using high-quality, evidence-based instructional materials in all core classes.¹² Each of the curricular choices we have selected below has earned the highest ratings of effectiveness by Ed Reports.

Each day, students at Providence Prep participate in four honors-level seminars.¹³ We call these Honors Language Arts, Honors Mathematics, Honors Scientific Inquiry & Experimentation and Honors Humanities. We also offer an hour-long personalized intervention block we call Acceleration Hour. Each of these instructional periods is supported by an evidence-based curriculum.

➤ In **Honors Language Arts**, Providence Prep will use the **Amplify ELA curriculum**.

Amplify ELA provides an online-platform with print materials that include teacher guides, student editions and writing journals. The curriculum provides both content-rich and informational texts. The platform also includes a digital library of over 650 full-length texts.

➤ In **Honors Mathematics**, Providence Prep will use the **HMH Into Math curriculum**.

Into Math is an evidence-based, K-8 curriculum that provides daily pacing and differentiation guides for geometry and measurement, number operations, quantity, algebra and functions.

¹² *Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning* [PDF]. (2017, August 10). Washington, DC: Chiefs for Change.

¹³ We use “honors-level” to denote curriculum that is evidence-based and aligned to grade-level or above grade-level standards. We use this term to distinguish core content curriculum taught during our four seminars from material that may be remedial or below grade-level. Students who require intervention or additional practice with below grade level skills will receive this instruction during our daily personalized acceleration hour.

- In **Honors Scientific Inquiry & Experimentation**, Providence Prep will use the **Amplify Science curriculum**. Similarly to Amplify ELA, Amplify Science provides an online platform with video and print materials that includes teacher guides, content rich texts and a digital library of hundreds of materials.
- In **Honors Humanities**, Providence Prep will use a variety of non-fiction sources regarding World, American and Rhode Island history that align to the national curriculum standards for social studies. These include, but are not limited to, curricular materials from local resources such as the **Rhode Island Historical Society**, the **Rhode Island Historical Preservation & Heritage Commission**, the **1696 Historical Commission**, the **Rhode Island Black Heritage Society** and the **Tomaquag Indigenous Museum**. We will also use nationally available resources including the **1619 Project** and the **Core Knowledge History and Geography (World and American) curriculum**. We primarily view this time as an opportunity for students to gain additional practice with the Essential Skills in the context of complex, non-fiction texts..
- In our acceleration hour, teachers will use a variety of intervention and enrichment curricula to help specific groups of students target areas of skill growth. For students struggling with foundational computational skills, Providence Prep will use the **HMH Do the Math Now! Intervention curriculum**. For students struggling with reading comprehension, academic vocabulary and writing skills, Providence Prep will use the **Wilson Just Words intervention curriculum**. Students who are ready for beyond grade level work will participate in enrichment STEM programming including a robotics program supported by the **Carnegie Mellon Robotics Academy**.

From these core content areas, Providence Prep has identified 120 specific content objectives across the four grade levels. Please see Appendix I for Providence Prep's specific

curriculum map. For an example of how our curriculum and coursework will work in action, please see the schedule and calendar section of this charter application.

- Each quarter, students at Providence Prep pause their regular instruction for a one to two week immersive learning opportunity we call “signature experiences.” Signature experiences are aligned to both essential skills and curriculum standards and intended to extend understanding of classroom material in the real world. Signature experiences are intended to build community, spark joy and curiosity and demonstrate the real-world application of academic projects. Sample signature experiences appear below:

Providence Prep: Sample Signature Experiences				
	<i>Quarter 1: Team Building Signature Experiences</i>	<i>Quarter 2: Humanities Signature Experiences</i>	<i>Quarter 3: STEM Signature Experiences</i>	<i>Quarter 4: Exploratory Signature Experiences</i>
5 th Grade	Three night overnight stay with Nature’s Classroom (Charlton, MA: Hilltop location)	Fifth Grade Theater	Design Tech	Boston trip
6 th Grade	Three night overnight stay with Nature’s Classroom (Groton, MA)	6 th Grade Ted Talks	STEM Fest	New York City trip
7 th Grade	Three night overnight stay with Nature’s Classroom (Wakefield, RI)	The Tournament of Greatness	The Entrepreneur’s Fab Lab	Washington DC trip
8 th Grade	Three night overnight stay with Nature’s Classroom (Hancock, NH)	8 th Grade Internship	Rube Goldberg Project	Puerto Rico trip

Team Building Signature Experiences are designed to provide students with a residential and experiential team-building experience. Set at the beginning of the school year, these Signature Experiences are designed to develop strong social bonds and a palpable sense of community that will carry forward throughout the school year. Humanities and STEM Signature Experiences are designed to apply our school’s essential skills (Analyzing, Questioning, Listening, Speaking, Writing, Synthesizing and Problem Solving) to real-world challenges. In the humanities, our students will (1) rehearse and perform a classic play, (2) design and deliver an

individual Ted Talk, (3) embody a world leader and debate great ideas and (4) participate in a real-world job shadowing experience in partnership with a local employer. In the STEM fields, our students will (1) design a physical solution to a community problem, (2) plan and host a student-led science fair, (3) bring a product to market in the entrepreneur's fab lab, and (4) compete to earn the top prize in our annual Rube Goldberg design competition. Exploratory Signature Experiences are designed to introduce our students to the world beyond Providence. In Boston, our fifth graders will explore the history of America through the Freedom Trail, Faneuil Hall Marketplace, the Bunker Hill Monument and more. In New York City, our sixth graders will visit American landmarks like the Empire State Building and the Statue of Liberty. In Washington, D.C. our seventh graders will visit the US Capitol Building, the Smithsonian Institute and the United States Holocaust Memorial Museum. In Puerto Rico, our eighth graders will visit Old San Juan, the El Yunque Rainforest and the Camuy Caves and Arecibo Observatory.

In addition to these core academic blocks, students at Providence Prep also enjoy a daily yoga and mindfulness break and an hour-long choice time where students engage in a creative arts project or a physical education activity.

Arts instruction during our "Creative Prep" block will be aligned to the Rhode Island K-12 Grade Span Expectations in the Arts and will meet the Basic Education Plan's requirement for instruction in the visual arts, design and music through the middle grades. Health and physical education instruction during our Creative Prep block will be aligned to the Rhode Island Health Education Framework and the Rhode Island Physical Education Framework. Students will be scheduled to receive a minimum of 100 minutes per week of health and physical education and will receive instruction aligned with the content areas of (1) personal, mental and emotional health, injury prevention, nutrition, sexuality and family life, disease prevention, and substance

abuse prevention, as well as (2) movement forms and principles, motor skills, physical activity, personal fitness, personal and social responsibility, and influences on physical activity.

iii. Learning Environment and Pedagogy

Providence Prep will strive to employ an instructional model that reflects the best practices of other high performing urban charter schools including the Achievement First, KIPP and Uncommon Schools networks. We will primarily use the pedagogical approaches of Doug Lemov's *Teach Like a Champion 2.0*.¹⁴ These include instructional delivery strategies such as:

- *What to Do Directions*: Teachers will give specific, concrete, sequential and observable directions at all times.
- *Positive Narration*: Teachers make corrections using positive, constructive language. Teachers narrate what they want students to do, and praise them for doing so.
- *100%*: Teachers consistently uphold 100% expectation for following directions and staying on task.
- *Cold Call / Show Call*: Teachers replace hand raising with inclusive, high-energy questioning routines where all students are held accountable to the cognitive task at hand.

Providence Prep will balance direct, explicit instruction with inquiry-based experimentation. Each lesson at Providence Prep will generally follow the gradual release model where a new skill is introduced for five to ten minutes, performed in a supportive, guided practice for twenty to twenty five minutes, and then practiced independently for the remainder of the course period. This is sometimes referred to as the “I do, we do, you do” or “launch, explore, wrap” pedagogy. In science and at key times in other content areas, teachers may use a more inquiry-based approach to present students with novel problems or text that require

¹⁴ Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco, CA: Jossey-Bass, 2010. Print

students to rely more heavily on their prior knowledge and skills. Our physical classroom spaces will be carefully and intentionally designed to support both these instructional models and our consistent, school-wide approach to student culture. In all classes, students will be seated in small groups to allow for collaboration and discussion. Both the arrangement of student desks/binders and teacher whiteboards and classroom visuals will follow the same configuration to allow for consistent and clear expectations throughout the school.

iv. Specific Populations

a. For students struggling academically and behaviorally

The school principles described above are designed with the assumption that many students may struggle academically and/or behaviorally upon enrollment with Providence Prep. Our extended school-day and school-year, our daily hour-long interventions, our co-taught classes and our evidence-based, honors level seminars can all be thought of as “tier one” supports for students who may struggle academically. Similarly, our small school design, our homeroom model and our intensive focus on community building and family partnerships can be thought of as “tier one” supports for students who may struggle behaviorally.

Our “tier two” and “tier three” academic supports will take place primarily within our personalized daily acceleration hour. All students will complete (1) the WIDA Screener and (2) Woodcock Johnson IV upon enrollment. These assessments will guide intervention grouping. Students who identified as Entering English learners will join a SIOP English language intervention group with their grade level’s ESL certified teacher. Emerging, Developing or Expanding English learners, along with fluent English speakers, will be grouped into either an ELA or math intervention group depending on their specific skill need. We anticipate that one ELA intervention group will be taught by a special education certified teacher and focused on developing phonemic awareness; we anticipate another will be focused on decoding, fluency and

reading comprehension. Both ELA intervention groups will be supported by the Wilson Just Words program. We anticipate three math intervention groups – one each focused on computation, math fluency /automaticity and problem solving. Each math group will be supported by the HMH Do the Math Now! Curriculum. Providence Prep will prioritize English language acquisition, reading proficiency and math intervention in order; in other words, a fluent English speaker who struggles with both decoding and math automaticity would be scheduled for decoding intervention ahead of math intervention. Intervention grouping is intentionally flexible, however, and students will have the opportunity to regroup each quarter depending on growth and academic need. After school and Saturday school will also be opportunities for students struggling academically and/or behaviorally to access additional interventions and supports.

b. For students learning English

We again begin by noting here that the guiding principles that are core to our school design (extended school-day and school-year, daily hour-long interventions, co-taught classes, evidence-based, honored level seminars) will provide the type of robust “tier one” instructional experiences that benefit all learners, including students learning the English language. These design principles will support English learners specifically as described below.

- *Co-taught classes:* each grade level at Providence Prep will be staffed by four core-content teachers and two interventionists. Both interventionists will be certified as either Special Education and/or ESOL educators, and they will provide push-in services and small-group instruction throughout the school day.
- *Essential skills:* Providence Prep will use oral and written differentiation strategies to target students’ needs in the domains of (1) listening, (2) speaking, (3) reading and (4) writing. These include strategies such as classroom visuals and clear, consistent learning agendas; oral reading of lesson objectives; common use of sentence frames and specific academic vocabulary and the explicit teaching and modeling of correct grammar.

- *Extended learning time*: all students, including English learners, will also benefit from our school's extended time for literacy and small group supports for literacy instruction. Providence Prep will also prioritize the teaching of key vocabulary, the integration of oral and written literacy into content instruction across the curriculum and regular opportunities for writing with appropriate scaffolds such as graphic organizers, sentence starters and vocabulary banks.

Providence Prep will use the WIDA Screener and the WIDA ACCESS for ELLs assessments to diagnose and measure English learners' language growth and proficiency. For students who would benefit from "tier two" or "tier three" interventions, Providence Prep will provide a structured English language immersion model, including a sheltered instruction observation protocol (SIOP) for Entering (level 1 – 1.9) English learners. Students with Emerging (level 2 – 2.9) and Developing (level 3 – 3.9) English language proficiency will attend the same academic classes as their peers while also accessing supports in class and small group "pullout" supports. Students will be exited from services and monitored when they have reached the advanced levels of the Expanding (level 4 – 4.9) proficiency band. Our goal is to allow all identified students to reach language proficiency, exit from services and ultimately prepare to graduate from high school with Rhode Island's Seal of bi-literacy.

c. For students with identified disabilities

Providence Prep is founded on the belief that serving all students in an inclusive program is best for everyone – both children with and without identified disabilities. The primary manner in which we deliver specialized instruction will be through co-taught classrooms that deliver the specialized instruction and accommodations specified in a child's IEP as well as any additional supports that we and the family feel will benefit the child. Access to the curriculum is supported primarily in the classroom, however we will provide the full breadth of services, including related services (speech, counseling, physical therapy and occupational therapy) as well

as academic intervention services. Our Dean of Students will manage our Positive Behavioral Intervention System that supports socio-emotional awareness and skill-development.

Providence Prep will request and receive IEPs from our students' sending districts upon enrollment. Providence Prep will also maintain an IEP team that will use performance and observational data to identify students who may benefit from an IEP through the RTI model. Providence Prep will provide a Free and Appropriate Public Education to serve all students identified to have a disability. Providence Prep will comply with all relevant state and federal law, including but not limited to Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Students with special educational needs will receive services in the least restrictive environment alongside their peers without disabilities and as determined in their IEP.

The flow-chart below demonstrates how Providence Prep's assessment and intervention system will identify and support struggling students, students learning English, students with disabilities and students who are ready for above grade level work:

	(Students leave SIOP upon reaching level 2 on WIDA)		Flexible intervention groups change each quarter depending on student need / progress		
Screener #1: WIDA Access for ELLs (upon enrollment)	Entering English learners: SIOP (ESL Cert Teacher)	Screener #2: Woodcock-Johnson IV (upon enrollment)	ELA Intervention #1: Phonemic awareness Special Education Cert Teacher Curriculum Support: Wilson Just Words	ELA Intervention #2: Decoding, Fluency, Comprehension Curriculum Support: Wilson Just Words	
	Emerging, Developing &		Math Intervention #1:	Math Intervention #2: Math	Math Intervention #3: Problem solving / applied

	Expanding English Learners: Tier I supports		Computation Curriculum support: <i>HMH Do the Math Now!</i>	fluency / automaticity Curriculum support: <i>HMH Do the Math Now!</i>	problems Curriculum support: <i>HMH Do the Math Now!</i>
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d. For students ready for above grade level work

As noted above, our personalized acceleration hour provides for a daily, hour-long opportunity for all students to access materials they need for either remediation or extension. Providence Prep will offer additional STEM-related opportunities, including a robotics program, for students who could benefit from advanced coursework.

v. Assessment system

Providence Prep will employ a consistent assessment system across classrooms and grade levels to ensure that all educators have access to the timely data necessary to identify areas for growth. This assessment system is summarized below:

- *Academic screening upon enrollment.* As noted above, Providence Prep will use several academic screens upon enrollment to identify students' English language fluency and incoming reading and math proficiency.
- *Daily Entrance / Exit tickets.* Every class at Providence Prep will start with an Entrance Ticket and conclude with an Exit Ticket. Entrance and exit tickets are designed to give teachers immediate feedback on whether or not students met the learning objective.
- *Friday common grade level quizzes.* Each week, every student at Providence Prep completes a brief, multi-subject quiz that is consistent across grade levels. These quizzes provide grade level teams with a timely, grade-level view of student mastery across subject areas. Quiz data is used to inform acceleration hour intervention groups for the following week. Quiz data is also provided to families weekly in progress

reports. Students will use quiz data to set goals and monitor their own progress over time.

- *Quarterly Interim Assessments.* Providence Prep administers Achievement Network interim assessments aligned with RICAS four times throughout the school year. These interim assessments provide the entire school with timely, actionable data for teachers and school administrators to assess our readiness for the RICAS assessments.
- *Rhode Island Comprehensive Assessment System (RICAS).* Finally, Providence Prep will participate in the annual state administration of the RICAS. These data will be used to evaluate the efficacy of our school model vis-à-vis other middle schools in Providence and beyond.
- *Essential Skills Rubric.* Providence Prep will use a school wide essential skills rubric to measure student demonstration of our school's seven prioritized essential skills. Staff will calibrate their expectations for student mastery by evaluating student work together. The Essential Skills rubric will be used in coordination with curriculum-embedded unit assessments in our Honors ELA, Honors Math, Honors Scientific Inquiry and Honors Humanities courses. The rubric will also be used to demonstrate proficiency in our signature experiences.

The table below provides an overview of assessment tools including their frequency, primary audiences and main functions, at Providence Prep.

Providence Prep: Assessment Overview			
Assessment Tool	Frequency	Primary Audience	Used for
Academic screener(s)	Upon enrollment	Grade level teams	Intervention grouping
Entrance and exit tickets	Daily	Individual teachers	Quick re-teaching during personalized acceleration hour Daily text messages to families
Common grade level quizzes	Weekly on Fridays	Grade level teams	Weekly progress reports Flexible grouping for upcoming personalized acceleration hours
Interim Assessments	Quarterly	School team	Promotional criteria
Rhode Island Comprehensive Assessment System	Annually	School team and broader community	School accountability
Essential Skills Rubric	Quarterly	School team	Promotional criteria

Appendix J shows a sample Weekly Progress report. In order to promote self-reflection and student ownership, weekly progress reports are co-authored each Friday by students and homeroom teachers.

Finally, Providence Prep will administer other assessments as necessary for special student populations. Our multi-lingual learners, for example, will participate in the WIDA Access for ELLs assessment to measure language growth and proficiency over time.

vi. Promotion and graduation policy

Providence Prep maintains rigorous promotional standards; promotion to the next grade is never automatic or assumed at Providence Prep. In order to pass from one grade to the next, students must demonstrate mastery of essential skills, grade level content and reading and math proficiency. School leaders will review each students' promotional candidacy individually, taking into account criteria including (1) assessment performance, (2) attendance records, (3) homework completion record, and (4) adherence to school values. In limited

circumstances, students with Identified Disabilities may be promoted based on modified promotional criteria.

Criteria for promotion from 5 th grade to 6 th grade:	Criteria for promotion from 6 th grade to 7 th grade:	Criteria for promotion from 7 th grade to 8 th grade:	Graduation criteria:
<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than two essential skills Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 6th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than three essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 7th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than four essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 8th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than five essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 8th grade reading proficiency OR 1.5 years growth Score at or above the admissions threshold on the Classical High School exam Earn admission to a college preparatory high school

vii. School culture

We know that school culture is the foundation for a high-performing school. Excellent teaching and learning simply cannot take place in the absence of a positive school culture.

Providence Prep will work to ensure a school culture that is consistently structured, safe, warm and productive. Please see Appendix K for a draft copy of our 2021-2022 Student Handbook.

a. Strengths-based, Trauma-informed & Restorative Practices

We believe that the middle school years provide an important opportunity for young people to begin making more decisions for themselves, and to understand the consequences of their choices. This is why we begin with a strengths-based approach to school culture. In grade-level community meetings, our students will use the CliftonStrengths Youth Explorer assessment to gain an understanding of their own unique strength and areas for growth. We believe it is paramount that middle school students begin to develop the skills of self-reflection, and begin to see themselves as successful and talented learners. A strengths-based approach helps students to understand how their talents manifest in group settings; students who may previously have been called “bossy” will reflect on how their “Achieving” strength can be used in service of successful group work.

We also begin with a trauma-informed approach to school culture. We proactively assume that many of our students may have been exposed to or experienced traumatic events in their childhood. We recognize that research demonstrates childhood trauma can have devastating impacts on brain development and executive functioning. Providence Prep will contract with experts in behavioral health to offer evidence-based individual and group counseling using the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program.

We do not believe that either a strengths-based or trauma-informed school culture provides a substitute for structure and consequences. Indeed, as described below, Providence Prep will maintain a clear Code of Conduct that we believe is necessary to creating a safe and structured school environment. Rather, we believe that a strengths-based and trauma-informed school culture provide the rationale and guiding frameworks necessary for students, families and staff to make our Code of Conduct relevant and effective in all circumstances.

To reinforce positive choices, students at Providence Prep are eligible to earn \$10 Prep Dollars each day. Generally, Prep Dollars are earned for demonstrating the PREP values (Persistence, Resilience, Excellence and Pride) in ways like going above and beyond in helping a friend or classmate or engaging enthusiastically in class settings. Prep Dollars can be spent in the school store for items such as school water bottles, gift cards to local retailers and other items.

Finally, Providence Prep will apply the principles of restorative practices. Restorative practices replace or supplement punitive disciplinary measures with an approach that allows students who harm the sense of school community to repair or restore damage caused. Research has demonstrated that restorative practices can be more effective at resolving conflict and sustaining positive school culture than traditional disciplinary measures.¹⁵ Restorative practices include (1) community conferencing, (2) peer mediation / peer juries, and (3) community services.

The Code of Conduct communicates to students and families the potential interventions and school consequences for different types of behavioral infractions. Potential infractions are divided into four levels of severity, with consequences typically ranging from teacher redirection (Level 1 infractions) to in-class reflection (Level 2 infractions), in-school community-service (Level 3 infractions) and out of school community-service (Level 4 infractions). Out of school community-service requirements differs from traditional suspension in that they are structured, accompanied by written reflections, actively managed by school personnel and the task required is specifically designed to restore the harm that was done to the community by the infraction.

A sample of our Code of Conduct is available below.

¹⁵ Fronius, T. et al (2019, March). *PDF [Restorative Justice in US Schools: An Updated Research Review]*. San Francisco: WestED Justice & Prevention Research Center.

Providence Prep: Sample Code of Conduct		
Severity of Infraction	Examples	Interventions & Consequences
Level 1 Infractions	Violating the school dress code Littering Inappropriate noise	Community conference Conversation with teacher Loss of privileges One after school written reflection
Level 2 Infractions	Repeated level 1 infractions Cell phone use Disrespectful language to a student or faculty member	All of the above, plus: Letter of apology & community service Teacher parent meeting Verbal or written apology to the school community Two or more after school written reflections Exclusion from school activities
Level 3 Infractions	Repeated level 2 infractions Forgery or academic dishonesty Threatening language or behavior Substantially disrespectful language to a student or faculty member Lying or providing false information Vandalizing / stealing school property Physically aggressive behavior (including throwing, slamming or pushing classroom materials)	All of the above, plus: Referral to student led disciplinary committee Administrator parent meeting Possible in-school community-service
Level 4 Infractions	Engaging in criminal or illegal activity Possessing anything that could be considered a dangerous object Possessing alcohol, tobacco products or other illegal substances Bullying, harassment or sexual misconduct or physical assault	All of the above, plus: Possible school-time community-service Other consequences or interventions deemed appropriate by the school

In keeping with restorative practices, students who experience an out of school community service requirement are welcomed back to the school community through a structured re-entry process that includes a written reflection and re-commitment to the Code of Conduct.

b. School Uniform Policy

Providence Prep believes that uniforms create a sense of unity, professionalism and discipline. Providence Prep students wear uniforms every day. We have selected uniform choices that are modeled after traditional preparatory schools. These uniform choices include:

- Short- or long-sleeved polo shirts in school colors with school logo;
- Vests, sweaters or cardigans in a school colors with school logo;
- Khaki slacks, shorts or skirts;
- Solid black belts;
- Solid black sneakers or shoes, and;
- Solid black, white or navy socks or tights.

For physical education, students wear gray t-shirts, sweatshirts, shorts or sweatpants in school colors with the school logo. Scarves of any color may be worn; headscarves worn for religious or medical reasons are welcomed.

Providence Prep will provide uniforms free of charge to families who qualify for free or reduced price lunch. Additionally, Providence Prep will retain a small number of uniform choices at school for students who need to change during the school day.

c. Day in the Life of a Providence Prep Student

Lucas is a fictional fifth grade student at Providence Prep. The narrative below describes a typical Mon-Thurs school day, giving examples of specific activities and the design principles that inform them.

Providence Prep: Sample Day in the Life	
<i>Narrative</i>	<i>Guiding & Design Principles in Action</i>
Morning home routines	

<p>Lucas wakes up at 6:00 AM. Before leaving home, he checks his binder to make sure his homework is complete and his notebooks for each seminar are prepared just the right way for the day. Lucas remembers to carefully pack away the robot that he's been working on during acceleration hour. This morning, he's going to share his robot with his homeroom during morning community meeting. Lucas pulls on his school uniform and walks outside to catch the school bus. Lucas rides the bus each day because he lives more than two miles from the school campus.</p>	<p>Lots & lots of time. Lucas's day starts early and goes late, giving him approximately 25% more instructional time than the typical middle school student.</p>
Arrival	
<p>Lucas's bus pulls up at 7:00 AM. Although he feels a little silly doing so, Lucas practices eye contact and a firm handshake with the bus monitor and bus driver. Lucas sits down next to his friend on the way to school and they discuss a book they're reading in Honors Language Arts. Lucas is excited for the day ahead.</p>	<p>Culture is Paramount. Lucas practices the Providence Prep Code of Conduct as early as his interaction with the bus driver.</p>
Arrival	
<p>Lucas and his friends arrive at school between 7:45 AM and 8:15 AM. The morning routine is consistent every day. Lucas shakes hands and says a warm good morning to the Head of School and other school staff members. Everyone knows his name and the morning routine makes him feel safe and welcome. His teachers check to make sure his uniform is ready for the day, and hand him an entrance ticket. Lucas grabs a hot breakfast, sits with his class in the cafeteria and gets to work on the daily 5th grade entrance ticket. Today's entrance ticket is about multiplying decimals.</p>	<p>Consistency Matters. Providence Prep practices a consistent morning routine that demonstrates attention to detail with respect to uniforms, morning greetings and cafeteria seating.</p>
Arrival	
<p>Before entering his small homeroom for morning community meeting (called Harvard University for his teacher's college alma mater), Lucas hands in his entrance ticket. He's not positive he answered correctly but he knows that if he didn't, he'll get some extra help later today.</p>	<p>Mission is Everything. Lucas is practicing rigorous, grade-level math problems before his school day officially begins.</p>
Morning Community Meeting	

<p>In morning community meeting, the class sits in a circle and practices their morning greeting routines. Lucas's homeroom teachers serve as the grade level Science Teacher and the Special Education interventionist. Lucas is proud to show off the robot he's working on and his classmates give him encouragement for the upcoming statewide robot competition.</p>	<p>Small is Beautiful. Providence Prep applies an elementary school homeroom model to the middle school years, creating warm structures for young people to feel welcome and safe.</p> <p>Skills over content. Morning community meeting is also a time to explicitly practice skills like listening, speaking and asking questions.</p>
<p>Honors Math</p>	
<p>By 8:30 AM, Lucas is in Honors Math Seminar. His class stays in the homeroom. The science teacher moves to the classroom next door, but the Special Education interventionist stays behind to work with a small group of students. Math is fast paced, fun, and challenging. The class is used to the routine of beginning with a "do-now" that reinforces yesterday's skill (also practiced for homework the night before) before moving on to today's topic. Lucas never thought of himself as a "math student" in his previous school, but he's starting to feel more confident as a young mathematician.</p>	<p>Everyone will Excel. Providence Prep uses the "Teach Like a Champion" taxonomy to make sure that all students are pushed to their fullest capability. Instruction is demanding, expectations are high, and the learning is palpably engaging from classroom to classroom. Like most classes at Providence Prep, Honors Math is co-taught by two certified professionals to provide each student with the extra support they might need. Every student leaves each day feeling challenged but supported, pushed but successful.</p>
<p>Honors English Language Arts</p>	
<p>By 9:25 AM, Lucas is in his Honors English Language Arts Seminar. The class has been reading Shakespeare's <i>Midsummer Night's Dream</i> for the last two weeks. Working with a classmate, Lucas's culminating assignment is to take on the role of newspaper reporter and write an article on Lysander and Demetrius being dosed by the flower. Lucas works with a partner to self-assess their newspaper article on the essential skills of questioning, writing and synthesizing.</p>	<p>Everything is Interesting. Lucas discovers a love for literature in this interactive, project-based assignment. He's also continuing to practice the school's essential skills of analyzing, synthesizing and writing.</p>
<p>Snack & Daily Yoga</p>	
<p>At 10:15 AM, it's time for a break. Lucas eats a healthy snack – yogurt with granola, made fresh each day by the school's chef – and engages in twenty-five minutes of yoga. At first, Lucas felt funny stretching, lying down and meditating on a yoga mat on a classroom floor. But now, Lucas looks forward to it. He finds the daily yoga breaks help his class release energy, practice mindfulness and get focused for the remainder of the day.</p>	<p>Childhood is Extraordinary. Providence Prep believes excellent schools bring both a focus on college-preparatory academics and an emphasis on things like high quality nutritious food, mindfulness and physical expression.</p>
<p>Honors Scientific Inquiry</p>	

Science is Lucas's favorite subject. At 11:15 AM his homeroom teacher returns to his classroom and the class dives in to their exploration of the Costa Rican rainforest ecosystem. Lucas creates his own simulated ecosystem to uncover how organisms in the rainforest get the matter and energy they need to grow and thrive.	Everything is Interesting. Nothing, nothing, nothing is more exciting than a middle school science experiment.
Lunch & Learn	
From 12:15 PM to 1:00 PM, Lucas enjoys a healthy catered lunch and some unstructured playtime in a local park.	Small is Beautiful. Middle school is a time for young people to develop their personal identity in social settings. At his small school with deep family partnerships and consistent homeroom experiences, Lucas is able to grow into adolescence with warm, safe and healthy peer relationships.
Honors Humanities	
From 1:00 PM to 1:45 PM, Lucas is back with a book in his hand for Honors Humanities, his last seminar of the day. Honors Humanities is rooted in reading and responding to non-fiction texts on topics about American history and geography.	Everyone will Excel. Providence Prep believes that all students need access to rigorous, grade-level academic material. That's why each day is packed with four honors level academic seminars. Honors Humanities is a time for Lucas to gain additional practice in the essential skills of analyzing information and writing persuasively in the context of non-fiction history and geography.
Creative Prep	
From 1:45 PM to 2:30 PM, Lucas has the option to choose between an athletics option or an art class. This quarter, his choices are flag football or pottery. Lucas has been working on making ceramic mugs with a pottery wheel. Yesterday, his teacher took his work to a kiln to be fired; today, he's excited to see how the glaze turned out.	Childhood is Extraordinary. Creative Prep and Signature Experiences at Providence Prep are intended to build school community, expose students to new and unfamiliar disciplines and skills, and help students learn about the world beyond Rhode Island.
Acceleration Hour	
As the day begins to wind down, Lucas has a final hour called acceleration hour. While some of his friends spend this hour engaging in targeted literacy or math instruction, Lucas spends his acceleration hour completing the robot he has been working on at home and after school.	Everyone will Excel. Providence Prep provides an hour of individualized intervention every day. Intervention groups are intentionally flexible; some students may participate in literacy intervention each day, and others may only need occasional re-teaching.
Afternoon Community Meeting	

<p>Afternoon community meeting is a time for students to close out the day and set goals for tomorrow. All students use common binder routine to write down the day's homework. Occasionally, afternoon community meeting can be a time for students to engage in restorative circles and reflect on behaviors that may have not lived up to the school's Code of Conduct.</p>	<p>Culture is Paramount. Twice daily community meetings are intended to build a family-like school culture where students feel strong connections to each other, their teachers and the school community. Providence Prep believes these connections are critical to maintaining actively engaged students and families.</p>
After Prep	
<p>Because of his parents' work schedule, Lucas takes the late bus each day. After Prep is less structured than the regular school day. Lucas enjoys a hot meal and is allowed to listen to music while participating in the supervised homework lounge.</p>	<p>Lots & lots of time. At Providence Prep, we know the road to college is a marathon, not a sprint. The day is long and demanding, but it's designed to meet our students needs and prepare them for success in college-preparatory secondary schools..</p>
Evening home routines	
<p>At home that evening, Lucas's father receives the following text message from his homeroom teacher:</p> <p><i>Hi there! Lucas had a great day in school today – he's making great progress multiplying fractions. In Honors ELA, Lucas wrote a great article about one of the main characters in Shakespeare's Midsummer Night's Dream. Tonight, try asking him why Lysander fell in love with Helena!</i></p>	<p>Families are Partners. We know all parents care deeply about their children's academic progress. But they often don't have access to the specific content students are learning in school to engage meaningfully about academic topics. This is why we provide, daily text messages provide specific prompts to help students and parents connect about school topics.</p>

viii. Diversity, Equity and Inclusion

The founders of Providence Prep are committed to recognizing and addressing the possibility or presence of racial inequities within our school, within the broader school system, and within our larger community.

We use a definition of racism as “individual and group-level processes and structures that are implicated in the reproduction of racial inequality.” We recognize that organizations with power, including schools, can intentionally and unintentionally perpetuate systemic racism. We also recognize that individual educators who work in schools may maintain conscious or unconscious biases that manifest in detrimental ways to the students they serve and the school communities where they work.

Providence Prep will take specific and intentional steps to recognize and address racial inequities within our school community.

a. Nondiscriminatory access for students

As detailed in the enrollment section of this charter application, Providence Prep is committed to a fair, random, open enrollment lottery process for all applicants. While this is true and required by law for all public charter schools, we recognize that in some instances charter schools have been documented to serve fewer students with disabilities or fewer multilingual learners than their district peers. This could be because families consciously choose against sending their children to charter schools, or because charter schools intentionally or unintentionally discourage families from enrolling students with disabilities. Providence Prep is committed to enrolling and serving a diverse population of students that reflects our broader community. In partnership with the Providence Public School District and with local nonprofits that serve diverse communities of young people in Providence, our school will actively recruit a diverse student body that includes students with disabilities, students with readiness to learn beyond grade level, multilingual learners and others.

b. Recruiting, retaining and promoting teachers of color

Providence Prep will work to recruit, retain and promote professionals of color within our school. Providence Prep will seek candidate referrals from local professional organizations that represent and support educators of color. Providence Prep will work with all staff members to develop professional career goals and will coach, cultivate and encourage teachers of color to apply for and consider teacher and school leadership opportunities. Additionally, Providence Prep will work with local professional development providers to provide regular cultural competence training to all faculty and staff members.

c. Teaching for racial equity

Providence Prep believes it is important for middle school students to understand the social geography and history of their immediate environment. Our Humanities curriculum will

provide students with a comprehensive understanding of the diverse communities that make up Providence and Rhode Island. We will teach the histories of first nations and indigenous people in Rhode Island, including the Narragansett, Wampanoag, Nipmuc and Pequot tribes. We will also teach the history of immigration to Rhode Island, including the Caribbean, Central and South American, African, Southeast Asian, Middle Eastern and European immigration experience. We will explore how these and other communities make up the diversity of our City and, more broadly, the diversity of our country.

Providence Prep will teach the celebrated history of Black heritage in Rhode Island. Using materials from Rhode Island's 1696 Historical Commission, students at Providence Prep will use field trips and primary source material to develop a deep understanding and appreciation for the experience of Black Rhode Islanders from 1620 to present day. This course of study will include the history of racial violence in America and in Rhode Island specifically, including the role that Rhode Islanders played in the international slave trade. Our humanities curriculum will include an overview of slavery from the pre-colonial and colonial era, through the early republic and the civil war, to the legacy of Jim Crow and modern day civil rights movements.

Our Humanities curriculum is intended to contextualize history within the present. By developing a thorough understanding of Rhode Island's demographic history, our students will be empowered to better understand the individual impact they wish to have on the future of our state.

d. Recognizing Bias Among Students & Staff Members

We believe students and educators alike must recognize and work to address their own biases. Working with an expert facilitator, Providence Prep will employ racial affinity groups among students and staff. Racial affinity groups have been found to (1) help students develop positive self-identity, self-awareness and self-esteem, (2) provide students with the opportunity

to develop accurate language to describe themselves and others, and to safely discuss topics of race, identity and diversity, and (3) to encourage the development of student leadership skills. Racial affinity groups for educators and school staff have also been found to be effective in advancing antiracist practices and helping organizations meet racial equity goals.¹⁶

e. Addressing Racial Inequities within our Code of Conduct

Finally, we recognize that schools can create racially inequitable student cultures particularly through the use of “zero tolerance” behavioral policies. Several high performing charter schools in neighboring states have been cited, for example, for suspending, expelling or causing the arrest of minority students, students with disabilities and low-income students at rates higher than their white peers. These unnecessary exclusionary practices contribute to the well-documented “school-to-prison” pipeline and often act in ways that are contrary to the stated mission of preparation for college and middle-income careers. At Providence Prep, we will use restorative practices, including (1) community conferencing, (2) peer mediation / peer juries, and (3) community service to replace exclusionary suspension and expulsion practices.

f. Equity Scorecard

Providence Prep will produce an annual equity scorecard that will measure our organization’s performance against a set of specific goals related to racial equity. Our equity scorecard will track and communicate any disparities in academic performance, disciplinary actions or staff retention and promotion within our organization. Our equity scorecard will be included in our annual report to the Providence School Board and community stakeholders.

¹⁶ Racial Equity Tools. (n.d.) Retrieved 2020. www.racialequitytools.org

Organizational capacity

i. Establishing persons/entities

Providence Prep is being proud to partner with the Center for Dynamic Learning, a K-12 after school program that has been active in the South Side of Providence for over 15 years. The Center for Dynamic Learning will support Providence Prep with community outreach and fiscal agency in the school's pre-authorization phase. Once operational, Providence Prep may contract with the Center for Dynamic Learning for after school programming and enrichment activities.

ii. Applicant group

For the purpose of this application, the Applicant Group includes the Board of Directors as outlined below as well as the founding Head of School, Toby Shepherd. The applicant group behind Providence Prep shares a deep commitment to providing high-quality educational opportunities to young people in the City of Providence. This group includes public servants from Providence city agencies and non-profit organizations including the Providence Public School Department, the Providence Police Department and the Providence Housing Authority. The group also includes nonprofit professionals at local affordable housing, immigration services and adult education agencies such as the Dorcas International Institute and One Neighborhood Builders. The group includes individuals with expertise in education, law, communications and public affairs. A majority of the founding group identify as people of color.

Similar to the applicant group and founding Board of Directors, founding Head of School Toby Shepherd shares a lifelong commitment to young people in the City of Providence. Mr. Shepherd recently served as Executive Director of the Nowell Leadership Academy, a 160-student public charter high school with campuses in Central Falls and Providence, Rhode Island. Prior to this role, Mr. Shepherd served as Strategic Initiative Officer for Educational Success at

the Rhode Island Foundation, where he supported the work of educational and youth serving organizations in and outside of Providence. Mr. Shepherd served as Director of Policy in the administration of Providence Mayor Angel Taveras where he developed the award-winning early childhood development program *Providence Talks*. Earlier in his career, Mr. Shepherd served as a classroom teacher with the national service organization Teach for America. Toby Shepherd lives in Providence with his wife and four children who attend both charter schools and schools in the Providence Public School District. Mr. Shepherd has served on the Board of Directors of many local public and nonprofit organizations including the Providence Board of Contract and Supply, the Providence Retirement Board, the Providence Plan, the Rhode Island League of Charter Schools, Temple Emanuel, the Montessori Community School of Rhode Island and the Hope Academy.

iii. **Board development and duties**

The Providence Prep Board of Directors will comply with all applicable laws and regulations. Each prospective member will be serving in their first three year term (2021-2022, 2022-2023, 2023-2024). Below, please find a table including a list of board positions, the individuals who have committed to serving on the school's board, and the role they will fill in the organization. Affiliations are listed for identification purposes only. Please find a resume for each prospective Board member attached in Appendix C.

- Dr. Mary Archibald, Providence Public School Department
- Peter Asen, Providence Housing Authority
- Chace Baptista, Providence Public School Department
- Anthony Carrion, Nowell Leadership Academy
- Victoria Criado, MA Association of Public Charter Schools
- James E. Long, Holland & Knight
- Yomely Moreno, Dorcas International Institute

- Sergeant Anthony Roberson, Providence Police Department
- Delia Rodriguez-Masjoan, One Neighborhood Builders
- Elizabeth Winganun, Achievement First
- Lizzi Weinberg, NAIL
- Faculty member of Providence Prep to-be-determined
- Parent of Providence Prep student to-be-determined

The Board of Directors will annually conduct an internal administrative audit. This will include a self-review, an evaluation of the Director, and a review of the Director's evaluations of direct reports. Additionally, the Board of Directors will oversee the academic results of the school and govern the policies guiding those results; oversee the financial operations of the school to ensure that Providence Prep maintains sound financial health in the short- and long-term; oversee the policies of the school to ensure that Providence Prep is compliant with all federal, state and local statutes.

Although only the Head of School will report to the Board directly, the Board will approve Providence Prep's organizational chart, job descriptions, salary ranges, personnel handbook and grievance policies. The Board may hear any grievances from staff as necessary and act in accordance with the policy it approves.

The Board will have official roles of Chair, Vice Chair, Treasurer and Secretary. Delia Rodriguez-Masjoan will serve as Founding Chair of the Providence Prep Board of Directors. Victoria Criado will serve as Founding Vice-Chair. Peter Asen will serve as Founding Treasurer and James Long will serve as Founding Secretary. The Board will meet ten (10) times per year, with standing committees meeting as necessary. More information on our Board governance policies and procedures can be found in our proposed organizational By-laws, in Appendix B.

iv. Leadership

The Head of School is responsible for all school operations, including the executive management of staff. The Head of School reports to the Board of Directors. The Head of School hires, manages and evaluates all employees of the school and delegates duties to other members of the staff as appropriate. The Head of School will possess a minimum of a Master's Degree, a minimum of five years' experience in school leadership or similar leadership roles.

Providence Prep intends to hire Providence resident and educator Toby Shepherd to serve as Founding Head of School. Upon authorization, the Board will review and approve the Head of School job description, establish annual compensation for the position, and vote to hire the Founding Head of School.

In Year 1, the Head of School will be supported by a full-time Dean of Students and a full-time Dean of Teaching & Learning. In Year 2, the school will add a third Dean position. In year 4 and in future years, the school will maintain four full-time Deans – a Dean of Teaching & Learning and a Dean of Students for grades 5 and 6 and a Dean of Teaching & Learning and a Dean of Students for grades 7 and 8. Founding Head of School Toby Shepherd currently maintains the Superintendent of School Certification; Providence Prep will work to hire educators with the Principal or Special Education Director certification for Dean roles.

Please find in Appendix L job descriptions for the Head of School, Dean of Students and Dean of Teaching & Learning. Please find organizational charts for years 1, 2 and 3 in Appendix N.

v. Teachers

Research shows that teacher quality is a consistent predictor of student outcomes.¹⁷

Providence Prep seeks teachers who believe in our college preparatory mission, seek feedback

¹⁷ Kane, T.J., & Staiger, D.O. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Seattle, WA: Bill & Melinda Gates Foundation. Also, Chetty, R., Friedman, J.N., & Rockoff, J.E. (2011). The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood (Working Paper 17699). Cambridge, MA: National Bureau of Economic Research.

and opportunities to grow, and bring experience with education or other settings that demonstrates these mindsets.

Each grade level team at Providence Prep will consist of four core teachers who are fully certified in their respective content areas (Math, ELA, Social Studies & Science) and two interventionists. Interventionists will hold either the Special Education or ESOL certification. Two teachers will be assigned to each 21 student grade level homeroom where all students start and end their day. In this way, every student is connected to one of three small grade-level sections and our teacher-student ratio never exceeds 11 students to 1 instructional staff member. Providence Prep will also consider the possibility of “looping” homeroom teachers every other year. In this way, a group of 21 students would remain with the same peers and same two homeroom teachers for two consecutive school years. At each grade level, one team member will also serve as a teacher-leader. Teacher leaders work with the Deans to support grade level needs.

Our teacher selection process will include (1) a review of resumes, (2) a phone interview, (3) a demo-lesson with students, or if not possible, review of a video-taped demo-lesson, (4) a mock debrief and feedback session with students and staff with the opportunity for a follow-up demo lesson, (5) a final interview with the Head of School. Our educators will act on our guiding principle that everyone can and will achieve high academic standards, will embrace the diversity of our learning environment and will bring proven experience developing positive and meaningful relationships with students and families in urban school or youth serving settings. Bilingual candidates will be preferred, as will educators with experience teaching in diverse settings. Providence Prep will recruit alumni of Teach of America as well as other high-performing charter networks.

Providence Prep will subscribe to Uncommon Schools' *Get Better Faster* model for teacher development, which prioritizes consistent, action oriented instructional feedback.¹⁸ Professional development begins in the summer, with teachers practicing common systems with fidelity and common instructional practices with multiple rounds of feedback. Professional development continues throughout the school year with half-days of targeted coaching and planning every Friday afternoon. During the regular school year a Dean, a teacher leader, or the Head of School will observe teachers weekly. This will give every classroom educator over 40 individualized opportunities for instructional feedback. Please see Appendix G for a copy of our draft 2021-2022 Employee Handbook.

vi. Teacher Schedule

Teachers at Providence Prep will work from 7:15 AM to 4:45 PM each day Monday, Tuesday, Wednesday and Thursday. Each day begins promptly with an all staff daily huddle at 7:15 AM. Throughout the day, teachers enjoy a morning prep period, a mid-morning break, a lunch period without duties, and an afternoon prep period. Students will dismiss at 1:45 each Friday to allow for two hours of professional development weekly from 2:00 to 4:00 PM every Friday afternoon.

A sample Monday-Thursday teacher schedule appears below:

Providence Prep: Sample Teacher Schedule	
6:30 AM	School is open for teachers and staff to arrive early
7:15 AM	Daily morning staff huddle
7:30 – 8:15 AM:	Morning teacher prep
8:15 – 8:30 AM:	Grade-level morning community meeting
8:30 – 9:25 AM:	Co-teach instructional period #1

¹⁸ Bambrick-Santoyo, P. (2016). *Get Better Faster: A 90 Day Plan for Coaching New Teachers*. Jossey-Bass.

9:25 – 10:15 AM:	Co-teach instructional period #2
10:15 – 10:30 AM:	Teacher manages in-classroom snack
10:30 – 11:15 AM:	Teacher break
11:15 – 12:15 AM:	Co-teach instructional period #3
12:15 – 1:00 PM:	Teacher lunch
1:00 – 1:45 PM:	Teacher Prep
1:45 – 2:30 PM:	Support creative prep
2:30 – 3:30 PM:	Small group instruction
3:30 – 4:00 PM:	Grade-level afternoon community meeting
4:00 – 4:45 PM:	After noon teacher prep & text messages to families

We believe excellent teaching is foundational to student success, and we will work hard to retain our high-performing teachers. Drawing from the recommendations of the 2012 report *The Irreplaceables* published by the New Teacher Project, we will ensure that our staff are provided with regular, positive and critical feedback, given opportunities for teacher leadership roles, recognized for their accomplishments publicly, and provided with additional classroom resources.¹⁹ Additionally, as noted earlier, at least one teacher from our school will serve on Providence Prep’s Board of Directors.

For simplicity, Providence Prep will adopt the salary scale of the Providence Public School District and add an additional 10% premium at each step on the scale. This additional compensation is intended to attract and retain top performing teachers and compensate our staff for Providence Prep’s longer school day and longer school year. These assumptions are included in our attached five-year budget model.

vii. Management organization and other essential partners

Providence Prep is a standalone, independent charter school not affiliated with any charter management organization. Providence Prep anticipates contracting with external providers, including Family Service of Rhode Island, to provide professional development to faculty and staff and to provide school-based counseling to students and families.

¹⁹ Wu, M. (2012). *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools* [PDF]. New York, NY: The New Teacher Project.

viii. Family-school partnership

As described earlier, Families as Partners is one of the core design features of Providence Prep. We believe that a student's parents, guardians and extended family and friends can play an important role in boosting students' academic achievement. Providence Prep will engage adult influencers in a variety of ways.

- *Start of year home visits.* At the start of each school year, every family at Providence Prep will receive a home visit from a team of two or more Providence Prep faculty or staff members. The purpose of this home visit is to set goals, orient students and families to school expectations and build excitement for the year ahead.
- *Daily Text messages.* Individualized, academic-focused text messages are core to Providence Prep's family outreach plan. Each day, every parent or guardian will receive an individual text message about a specific academic skill or content area that his or her student is working on in school. Daily text messages are sent by homeroom teachers (meaning each teacher has texting "caseload" of 11 students) during the 4:00 PM to 4:45 PM timeframe.
- *Weekly progress reports.* Each Friday, students at Providence Prep will bring home a weekly progress report that must be signed and returned on Monday morning. Weekly progress reports are co-written by the student and their homeroom teacher. Progress reports communicate data on school attendance, homework completion, Prep Dollars earned, and academic topics where students are excelling and need extra support. A sample weekly progress report appears on Appendix J.
- *Student-led conferences.* At the end of each quarter, students lead parent/teacher conferences with one or more adult influencers. These family conferences serve as action planning sessions for the upcoming quarter.

- *Parent Leadership Council.* Providence Prep will maintain an active Parent Leadership Council (PLC) that will meet monthly with the school leadership team. The PLC will support school events, identify areas for improvement and engage other parents and community members. The school will budget modest stipends to support the active participation of PLC members.

Finally, Providence Prep will reserve a minimum of one seat on its Board of Directors for a parent or guardian of an enrolled student.

Facilities

Providence Prep will identify a school facility for use during the 2020-2021 academic school year. At this time, Providence Prep has included a five-year budget model that anticipates leasing a commercially available 22,000 square foot facility at a cost of \$15/square foot for annual lease payments of \$320,000. We seek a leased facility that includes costs such as rubbish disposal, snow removal, custodial services, rodent and pest control, cleaning services, water, sewage/cesspool costs and alarm and fire safety services. We seek a property that is within the City of Providence and within walking distance (or immediately adjacent) to an outdoor recreational space.

At the time of this submission, several properties are commercially available in the City of Providence and in communities immediately adjacent to the City of Providence that fit the above description. We are aware that any suitable school building would require extensive due diligence in close collaboration with the Rhode Island Department of Environmental Management and other state and local agencies. Founding Head of School Toby Shepherd has experience with charter school siting in Rhode Island.

We note that Providence Prep will relieve existing overcrowding in Providence middle schools. According to a 2017 facility condition report by the Rhode Island Department of

Education, five of Providence’s middle school buildings are utilized at rates greater than 100%.

DelSesto Middle School is utilized at 132%; West Broadway Middle School is utilized at 117% and Nathanael Greene Middle School is utilized at 109%.

Below, please find an approximate list of building specifications:

Providence Prep: Draft Facility Specifications			
Category	Space	SF	Capacity
Classroom	5th grade – Homeroom A	800	22
Classroom	5th grade – Homeroom B	800	22
Classroom	5th grade – Homeroom C	800	22
Classroom	6th grade – Homeroom A	800	22
Classroom	6th grade – Homeroom B	800	22
Classroom	6th grade – Homeroom C	800	22
Classroom	7th grade – Homeroom A	800	22
Classroom	7th grade – Homeroom B	800	22
Classroom	7th grade – Homeroom C	800	22
Classroom	8th grade – Homeroom A	800	22
Classroom	8th grade – Homeroom B	800	22
Classroom	8th grade – Homeroom C	800	22
Classroom	Art	800	22
Classroom	SPED	500	10
Classroom	PE / Cafeteria	1,500	275
Student Support	Family Meeting/SW	200	5
Student Support	Social Worker	200	5
Student Support	Dean/Student Support	200	5
Admin	Head of School Office	200	5
Admin	Finance Office	200	5
Admin	Nurse	200	5
Admin	Main Office	500	15
Admin	Conference	1,000	35
Admin	Custodial	200	2
Admin	Data/IT	200	2
Admin	Teacher Prep	500	35
Net SF		16,000	
Ancillary	33%		
GSF		21,280	

In keeping with our “homeroom” model, students at Providence Prep will remain in their homeroom classroom throughout the entire school day and teachers will rotate through the grade level. We believe this allows us to save instructional time and build small and powerful learning communities within grade levels. The diagram below shows how teams of two teachers rotate through three grade level classrooms.

In this example, teachers hold the following assignment

Providence Prep: Sample Classroom Rotation Schedule ²⁰			
Period	Classroom	Subject	Teacher Assignment
8:30 – 9:25 AM	5A	Honors ELA	5A + 5E
Instructional Period #1	5B	Honors Math	5B + 5F
	5C	Honors Science	5C
Teacher Prep			5D
9:25 – 10:15 AM	5A	Honors Humanities	5D
Instructional Period #2	5B	Honors ELA	5A + 5E
	5C	Honors Math	5B + 5F
Teacher Prep			5C
10:15 - 10:30 AM	5A	(Snack)	5D
Snack	5B		5A + 5E
	5C		5B + 5F
Teacher Prep			5C
10:30 – 11:15 AM	Week A: Supported by 5D, 5E and 5F Week B: Supported by 5A, 5B and 5C		
Yoga & Mindfulness			
11:15 – 12:15 PM	5A	Honors Science	5C
Instructional Period #3	5B	Honors Humanities	5D
	5C	Honors ELA	5A + 5E
Teacher Prep			5B + 5F
1:00 – 1:45 PM	5A	Honors Math	5B + 5F
Instructional Period #4	5B	Honors Science	5C
	5C	Humanities	5D
Teacher Prep			5A + 5E
1:45 - 2:45	Led by an outside provider Week A: Supported by 5A, 5B, 5C Week B: Supported by 5D, 5E and 5F		
Creative Prep			
1:00 – 1:45 PM	All teachers small group instruction		
Instructional Period #6			
Acceleration Hour			

Operations

Providence Prep understands and is prepared to comply with all statutory and regulatory requirements for school health and school safety plans. Providence Prep's designated

²⁰ In this example, Teacher A holds the ELA certification, Teacher B holds the Math certification, Teacher C holds the Science certification, Teacher D holds the History / Social Studies certification, Teacher E holds the Special Education certification and Teacher F holds the ESL Instructor certification.

founding Head of School is a certified school superintendent and experienced charter school leader. The founding Head of School has a complete understanding of the statutory and regulatory requirements for school health programs, school safety plans, back-office operations and more.

Providence Prep will hire a full-time operations associate/book keeper in year one of operation. This position will be responsible for assisting the Head of School with purchasing, bookkeeping, enrollment, technology management, front-desk responsibilities and the school's student information system. In the second year of operation, Providence Prep will hire a full time Director of Operations & Finance. This position will manage a full-time operations associate/book keeper and a full-time front-desk manager. In years three and beyond, the school will continue to evaluate this staffing model when fully phased-in and may add or reconfigure roles as necessary.

i. School safety and emergency response plan

A school crisis is an incident occurring at a school facility or in the vicinity of the school facility that negatively affects a large number of students, staff, and/or members of the school community. We know that good planning helps facilitate a rapid, coordinated, effective response, should a crisis occur.

Our school's Crisis Prevention and Safety Plan describes Providence Prep procedures for fire, lockdown, and evacuation as required by RI General Law §16-21-4. It also describes general safety protocols, visitor protocols, and responses to intrusion, internal and external chemical spills, explosions, and bomb threats.

Please find a copy of Providence Prep's draft 2021-2022 School Safety Plan in Appendix H.

ii. Food service and nutrition program

Providence Prep will work with a school food vendor to provide breakfast and lunch to all students daily. Providence Prep will make a Request for Proposals (RFP) to identify a vendor who can provide fresh-cooked meals daily at the Federal USDA reimbursable rate. All students will complete a Free & Reduced Price Lunch eligibility form as part of their enrollment package.

iii. Transportation plan

Consistent with the Providence Public School District's bussing policy, Providence Prep will provide transportation service to students who live more than 1.5 miles from our campus. Exceptions may be made for students with special needs. Our budget includes an estimated cost of \$300/bus/day for 220 days. We estimate operating with two school busses in years one and two and adding a third school bus in year three. We anticipate total transportation costs of approximately \$203,000/year once fully phased-in.

iv. Human Resources, Payroll & Purchasing

As indicated above, Providence Prep has budgeted for a full-time operations associate in Year one. This individual will be responsible for bookkeeping and maintaining ongoing purchasing. In Year two, Providence Prep will add a full-time Director of Finance & Operations. This individual will take over payroll functions and provide a higher-level of support to the Head of School.

Please find a copy of our draft Employee Handbook in Appendix G. Please find a copy of our draft financial controls, which include discussion of payroll and purchasing functions, in Appendix F.

v. Information Technology, Student Information System and Data Management

Providence Prep will utilize a comprehensive student information system (SIS) such as Infinite Campus, PowerSchool or ASPEN. Our SIS will maintain student directory and demographic information; class rosters; student schedules; teacher schedules; student grades and transcripts; attendance records; teacher directory; teacher grade books; medical notes; social-emotional and social work notes; state and federal reporting functions, and; internal reporting functions.

Finance and budget

Please see Appendix E a five-year budget model for Providence Prep.

Our budget model assumes enrollment of 126 students in year one, 189 students in year two, and 252 students in years three, four and five. Our budget also assumes receipt of an \$800,000 charter school planning grant, half of which is invested in school planning/start-up costs and half of which is invested in year 1 implementation costs. Our budget is designed to build up to the 30 to 60 day cash-on-hand threshold by year five.

Providence Prep: Five Year Budget Overview					
	2021-22	2022-23	2023-24	2024-24	2024-25
Total operating revenues	\$2,577,292.00	\$3,260,938.00	\$4,344,584.00	\$4,483,421.52	\$4,626,124.17
Total operating expenditures	\$2,435,124.15	\$3,396,712.47	\$4,238,915.99	\$4,366,083.47	\$4,497,065.98

i. Revenues

Our operating budget assumes revenue from state education aid (\$10,750/pupil), local education aid (\$4,050/pupil), Medicaid reimbursement (\$150/pupil), the Federal consolidated resource plan (\$1,250/pupil), the ELL Categorical funding (\$50/pupil), federal food service reimbursement (\$5/pupil at 70% FRPL eligible), and the ERSRI refund (\$22/pupil). As noted, we

also assume receipt of a Charter School Planning (“CSP”) grant and successful fundraising beginning at \$30,000 in year 1. In years 2 and 3, these revenues grow as our student enrollment increases. Upon full enrollment in year three, this assumes average public revenue of \$17,240/student. In years 4 and beyond, we assume growth of 3% across revenue streams.

As described further below, we anticipate that costs will match or slightly exceed revenues in the early years but level off as the school reaches full capacity in years three and beyond. This is due to two primary reasons. First, we anticipate that our school will incur several non-recurring costs (supplies, furniture/fixtures, one-time licensing fees) that are associated with school start-up. At the same time, our school will collect only half of typical revenue in year one and only three quarters of typical revenue in year two. As modeled, our budget will build towards a sustaining cash balance equal to 30 days of operating costs by year 5.

ii. Expenses

Our operating budget assumes expenses in the areas of personnel, personnel services/benefits, purchased professional and technical services, purchased property services, purchased other services, supplies, property and miscellaneous costs.

We estimate that total personnel costs (salaries plus benefits/services) will account for nearly 60% of total expenses in year one, and up to 70% of total expenses once fully-phased in. We believe this significant investment in talented educators and support staff is both necessary and appropriate and we believe it accurately reflects research demonstrating the importance of high-quality teachers in educational outcomes. We have submitted a year-by-year staffing plan alongside our five-year operating budget to demonstrate the assumptions behind our estimated staffing costs.

In purchased professional and technical services, we assume a \$60,000 cost for contracted, part-time physical education and arts instruction. (See “Creative Prep” in our daily schedule for more information). As noted above, in purchased property services we assume

that our estimated rent of \$15/square foot for a 22,000 square foot facility will include ancillary costs such as rubbish disposal, snow removal and custodial services. (See “Facility” for more information). We have reserved \$100,000 in CSP for building improvements. In other purchased services, we assume costs of \$600/day for 220 days in years one and two and estimated transportation costs of \$900/day for 220 days in years three and beyond. (See “Transportation plan” for more information). In supplies, we estimate \$50,000 in start-up general supplies and material costs, to be paid for with CSP funding, with costs dropping in year two and then increasing incrementally thereafter. In property, we assume \$90,000 in start-up furniture and fixture costs in year one, with costs dropping in year two and then increasing incrementally thereafter. Finally, in miscellaneous costs, we assume small costs associated with bank fees and our membership in the Rhode Island League of Charter Schools.

iii. Assurances

Providence Prep will comply with all financial reporting requirements, including to the Office of Municipal Affairs and the State Auditor General pursuant to RIGL 16-77.2-8; 16-77.3-8; and 16-77.4-8. As outlined in our attached financial controls, the Board of Directors of Providence Prep will annually seek and approve an operational budget and cash flow statement and provide a copy to RIDE. The Board of Directors will also complete a fiscal audit each year with an independent firm and provide a copy to RIDE.

Schedule and calendar

Research has clearly demonstrated the link between time in school and educational outcomes. According to literature, student achievement scores decline over summer by at least one month’s worth of school-year learning. Income correlated achievement gaps also grow during the summer. For this reason, Providence Prep prioritizes an extended school day and a year-round school program. As our 2021-2022 calendar demonstrates, Providence Prep will

offer 224 full-days of instruction – nearly 25% more instructional days than the typical school calendar in Rhode Island. Providence Prep will also run from 7:30 to 4:00 PM each Mon/Tues/Weds/Thurs, providing students more than a third more instructional time the typical Providence middle school student. Providence Prep will be closed for the Federal holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year’s Day, MLK Day, President’s Day, Memorial Day and Independence Day). Our school calendar also includes nine mandatory Saturday school days.

Providence Prep runs a daily schedule from 7:30 AM to 4:00 PM, with optional afterschool programming available to 6:00 PM each night. Below is a sample copy of our Monday – Thursday daily schedule. To minimize the loss of instructional time and to promote our family like school culture, students will remain in one classroom while teachers rotate through the instructional periods. Fridays will dismiss at 1:45 to allow for two hours of weekly professional development for faculty and staff. For an annotated description of the student schedule in action, please see the “Day in the Life” section of this application on page 27.

7:30 AM – 8:15 AM: Arrival Window & Breakfast

We provide a flexible window of time for students to arrive before our school day begins. Students may enjoy a daily hot breakfast and select from one of several arrival activities.

8:15 AM – 8:30 AM: Morning Community Meeting

Brain research shows that the morning hours are often our most creative hours of the day. Each morning, grade level teams come together for sharing and creative community building activities.

8:30 – 9:25 AM: Seminar I: Honors Mathematics *Supported by HMM Into Math*

Our students have the opportunity to master Algebra I as early as the 7th grade and geometry as early as the 8th grade, putting them on a track to AP Math courses as early as 10th grade. We

focus on pre-algebraic problem solving (Ratios and Proportional Relationships; the Number System; Expressions and Equations; and Statistics and Probability) in grades five, six and seven.

9:25 – 10:15 AM: Seminar II: Honors Language Arts *Supported by Amplify ELA*

Our English Language Arts program is grounded in complex texts. Over four years, our students debate, perform, critique and make meaning from a diverse set of historical, narrative and fictional texts.

10:15 – 10:30 AM: Snack

We provide a nutritious snack to all of our students mid-morning. If preferred, students may bring a snack from home instead.

10:30 – 11:15 AM: Yoga & Mindfulness Break in Grade Level Teams

Middle school can be a time where young people struggle with their emotions and their understanding of themselves and the world around them. We use daily yoga as a tool to release energy and practice mindfulness.

11:15 – 12:15 PM: Seminar III: Honors Inquiry & Experimentation *Supported by Amplify Science*

At Providence Prep, we conduct over 100 scientific experiments every school year. We grow and experiment with crystals, generate our own electricity and extract DNA from fruits and vegetables. Scientific experimentation is core to our daily routine.

12:15 – 1:00 PM: Lunch & Learn

We partner with local vendors to provide a prepared and nutritious lunch every day. Students also have the option to bring lunch from home. After lunch, our cohort of students has outdoor recess at a local park (or, in inclement weather, a local gymnasium).

1:00 – 1:45 PM: Seminar IV: Honors Humanities *Supported by locally developed & other curricular materials*

Our four-year honors humanities program is designed to help students become better writers, readers and thinkers, as well as learn about history and the world around us. Our humanities course integrates the study of American history from the Colonial period through the present day. The course helps students improve analytical writing skills and incorporates geography and historical literature. Students develop research skills and in-depth knowledge on topics that interest them through projects. Creating poetry and personal memoirs, students exercise the specific steps involved in the writing process, including prewriting, drafting, revising, editing, and readying for publication.

1:45 – 2:30 PM: Creative Prep

Every day, students participate in either an athletics option or an art class. This part of the day is skill-based and has been designed to foster enjoyment and appreciation of athletics and arts, while also tangibly developing student skill levels through practice.

2:30 – 3:30 PM: Acceleration Hour

We close out the day with an additional hour of personalized intervention and learning. This time is prioritized to allow teachers to provide individual support to students who may need extra help in numeracy or literacy. Advanced students use this time for STEM learning including coding, computational thinking, robotics and more.

3:30 – 4:00 PM: Afternoon Community Meeting

Our regular program ends at 4:00 PM. We close the day the same way we start the day, in our small grade level cohorts. Students reflect on their accomplishments from the day, set a goal for the day ahead and checkout with a school-wide affirmation.

4:00 PM – 6:00 PM After Prep

After Prep is what we call our two-hour daily after school program. After Prep includes a hot meal, self-directed learning activities and a daily-supervised homework lounge. After Prep is also when after school written reflection takes place.

School will dismiss at 1:45 PM every Friday to allow for two-hours weekly (2:00 to 4:00 PM) of faculty and staff professional development. Please find a draft 2021-2022 school year calendar on the following page.

August 2021							September 2021							October 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
15 instructional days							19 instructional days							31	21 instructional days					
November 2021							December 2021							January 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
19 instructional days							17 instructional days							30	31	21 instructional days				
February 2022							March 2022							April 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5			1	2	3	4	5						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30
15 instructional days							24 instructional days							17 instructional days						
May 2022							June 2022							July 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
22 instructional days							19 instructional days							31	15 instructional days					

i. 2021-2022 Key Dates:

9/7/21 – 11/30/21 Quarter One	9/7/21	First Day of School
	9/18/21	Saturday School
	9/20/21 – 9/24/21	Signature Experience #1
	10/11/21	Indigenous People's Day
	10/16/21	Saturday School
	11/11/21	Veterans Day
	11/20/21	Saturday School
	11/24/21 – 11/26/21	Thanksgiving Break
	11/30/21	Student led parent conference
	12/18/21	Saturday School

12/1/21 – 2/28/22 Quarter Two	12/6/21 – 12/10/21	Signature Experience #2
	12/18/21	Saturday School
	12/23/21 – 1/3/22	Winter Break
	1/17/22	MLK Day
	1/22/22	Saturday School
	2/12/22	Saturday School
	2/14/22 – 2/21/22	February Break
	2/28/22	Student led parent conference

3/1/22 – 5/31/22 Quarter Three	3/7/22 – 3/11/22	Signature Experience #3
	3/19/22	Saturday School
	4/9/22	Saturday School
	4/11/22 – 4/15/22	April Break
	5/21/22	Saturday School
	5/30/22	Memorial Day
	5/31/22	Student led parent conference

6/1/22 – 9/5/22 Quarter Four	6/6/22 – 6/10/22	Signature Experience #4
	6/18/22	Saturday School
	6/27/22 – 7/8/2022	Summer Mini Break #1
	8/19/22	Student led parent conference
	8/22/22 – 9/5/22	Summer Mini Break #2

A sample teacher schedule appears below:

Providence Prep: Sample Teacher Schedule	
6:30 AM	School is open for teachers and staff to arrive early
7:15 AM	Daily morning staff huddle
7:30 – 8:15 AM:	Morning teacher prep
8:15 – 8:30 AM:	Grade-level morning community meeting
8:30 – 9:25 AM:	Co-teach instructional period #1
9:25 – 10:15 AM:	Co-teach instructional period #2
10:15 – 10:30 AM:	Teacher manages in-classroom snack
10:30 – 11:15 AM:	Teacher break
11:15 – 12:15 AM:	Co-teach instructional period #3
12:15 – 1:00 PM:	Teacher lunch
1:00 – 1:45 PM:	Teacher Prep
1:45 – 2:30 PM:	Support creative prep
2:30 – 3:30 PM:	Small group instruction
3:30 – 4:00 PM:	Grade-level afternoon community meeting
4:00 – 4:45 PM:	Teacher Prep and Daily Text Messages to Families

Startup timeline

Below, please find a 12-month start-up timeline to ensure Providence Prep meets the regulatory requirements for readiness by the point of final approval and is prepared for a successful school launch in September of 2021.

	Sept, '20	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept, '21
Enrollment													
• Design informational material													
• Translate informational material													
• Distribute informational material													
• Paid advertising as necessary													
• Design enrollment materials													

• Post enrollment materials														
• Secure locations for information sessions														
• Mini Middle Pop-up Middle School Information Sessions														
• Final day for enrollment submission														
• Run practice lottery														
• Conduct lottery														
• Family notification														
• Confirm acceptance via home visits														
• Request student records														
Facilities														
• Negotiate lease														
• Secure financing as necessary														
• Sign lease														
• Perform renovations as necessary														
• Pass final inspection and receive occupancy certificate														
• Purchase furniture & materials														
• Prepare building infrastructure														
• Obtain property insurance														
Governance														
• Ratify Board by-laws														
• Arrange Board liability insurance														
• Develop and file articles of incorporation														
• Apply for tax exemption														
• First annual Board retreat														
Development														
• Develop list of prospective partners														
• Write development collateral														

• Develop Board cultivation guidelines													
• Cultivate and solicit individual and institutional prospects													
Administrative													
• Create filing system													
• Secure janitorial services, as necessary													
Teaching & Learning													
• Finalize scope & sequence in all subject areas													
• Develop each weekly Friday quiz in every subject area													
• Purchase instructional materials / text books													
• Purchase testing materials / ANET													
• Conduct baseline testing of all students													
Special Populations													
• Identify and secure specific texts / materials													
• Consult with SPED / ELL administrators from PPSD													
• Identify SPED / ELL population													
• Acquire student records													
• Develop testing schedule													
• Develop IEPs as necessary													
Culture & Climate													
• Finalize daily schedule & school year calendar													
• Finalize student handbook, code of conduct													
• Finalize orientation materials													
• Contract for uniforms													
Financial Management													

• Finalize financial controls														
• Identify check signers, writers														
• Develop reporting templates														
• Develop process forms / policy														
• Establish payroll														
• Establish bank accounts														
Personnel														
• Finalize org chart / job descriptions														
• Finalize Employee Handbook														
• Establish benefit plans, including coordination with ERSRI														
• Recruit & hire teachers														
• Negotiate and sign agreements for other contracted services (electrician, plumber, handyman, speech pathologist, etc.)														
• Finalize evaluation procedures														
• Advertise positions														
• Design interview process														
• Finalize compensation / benefit packages														
• Staff orientation														
Transportation														
• Determine transportation needs														
• Draft transportation contract														
• Develop route & schedule														
Food Service														
• Issue RFP for service														
• Select vendor & contract														

• Develop food service policies (delivery times, record keeping, etc.)													
• Collect FRPL forms													
Health & Safety													
• Finalize record keeping system													
• Acquire medical forms													
• First aid training													
• Purchase first-aid resources													
• Contact police / fire													
• Develop fire drill policy, schedule, routes													
Communications													
• Establish full website													
• Develop visitor forms													
• Define staff communication processes (walkie talkie, etc.)													
Other Purchasing													
• Medical supplies & furniture													
• Office supplies													
• Postage meter													
• Cleaning products													
• Restroom supplies													
Technology													
• Computers / cell phones for teachers													
• Determine / purchase program related tech needs													
• Establish tech related accounts													

Variances

In order to offer a year-round school program and weekly professional development to all faculty and staff, Providence Prep seeks a variance from the statewide, unified school calendar.

A draft copy of our 2021-2022 school year calendar appears on page 73 of this application.

Charter School Program Grant: Intent to Apply

Name of charter:	Providence Preparatory Charter School
Charter type:	Independent
Location of charter school:	Providence
Enrolling communities:	Providence
Primary contact name:	Toby Shepherd
Primary contact role:	Founding Head of School
Anticipated request:	\$800,000

Mission: The mission of the Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools.

Proposed Target Population: Providence Preparatory Charter School will serve 252 students in grades five, six, seven and eight from the City of Providence. By providing a lottery weight for enrolling students from schools identified as in need of comprehensive support and intervention, Providence Prep anticipates serving a diverse group of students who may bring significant academic needs.

Need for Support from Charter School Planning Grant: Providence Prep will open with grades five and six, serving only 126 students in its first year of operation. Providence Prep will add one grade in each of the successive two years until reaching full scale in 2023-2024. A charter school planning grant will be critical in ensuring our school can invest in sufficient up front, non-recurring costs as we grow enrollment over time. We anticipate investing \$400,000 in pre-opening start-up costs, and \$400,000 in the first year of operation.

Needs and Priorities in Preparation for Opening Doors: Providence Prep anticipates using the charter school planning grant to invest in general supplies and materials, furniture and fixtures, technology software and more.

Appendices

A. Applicant Group

In addition to the individuals identified in this application as founding Board members, the following individuals provided input and feedback on this charter application and, for the purposes of this application, may be considered part of an applicant group:

- Drew Allsopp, *CFO/COO, Nowell Academy*
- Sara Anderson, *Chief of Academics, Blackstone Valley Prep Mayoral Academy*
- Chiara Deltito-Sharrott, *Education Consultant*
- Tim Groves *Of Counsel, Barton Gilman*
- Andrew Klein, *Director of Special Services, Achievement First*
- Toby Shepherd, *proposed Founding Head of School*
- Nathan Richard Wagner, *Teacher, Beginning with Children Charter School*

i. Toby Shepherd, Founder and Proposed Head of School of Providence Prep

Education

Harvard University, John F. Kennedy School of Government
Master in Public Policy, May 2011

Pace University, Graduate School of Education
Masters of Science in Teaching, May 2009

Northeastern University, College of Arts & Sciences
Bachelor of Arts, May 2007
Graduated *Summa Cum Laude* from University Honors Program

*Certifications
& Awards*

Certified in Rhode Island as a Superintendent of Schools (Cert No. 48701)
Named to Providence Business News 40 Under 40 (2016)

Experience

Nowell Leadership Academy
Executive Director (7/2016 – 6/2020)

- Recruited to serve as chief executive officer of a two-campus, 160-student alternative charter high school. Responsible for all organizational performance including academic outcomes, financial oversight and fund development, school operations, talent management and communications
- Tripled attendance & college going rates, managed school relocation process, raised over \$1M and successfully shepherded the school through two demanding charter reauthorization processes

Rhode Island Foundation

Strategic Initiative Officer – Educational Success (5/2014 – 7/2016)

- Responsible for leading one of four organizational strategic initiatives, including managing a \$7.8 million statewide portfolio of education investments
- Responsible for articulating and advancing a statewide policy agenda through grant-making and community leadership

Office of Mayor Angel Taveras

Director of Policy (4/2012 – 5/2014)

- Responsible for developing and advancing policy & programmatic initiatives, from formulation to execution, in support of the Mayor's policy agenda, including but not limited to: economic development, education policy, housing, environmental sustainability, public safety and more
- Developed "Providence Talks," an award-winning early childhood vocabulary development program that won the \$5 million grand prize in Bloomberg Philanthropies' inaugural Mayor's Challenge

New York City Department of Education

Associate Director of Portfolio Planning (7/2011 – 4/2012)

- Part of a two-member borough based team responsible for developing and implementing structural changes to the portfolio of New York City schools designed to address systemic inequities and improve access to high-quality school options

- Responsible for conducting in-depth quantitative and qualitative analysis to evaluate areas of need related to school performance, access / choice and school-based learning conditions and for providing recommendations for portfolio changes to department senior leadership

Elementary Teacher

Teach For America Corps Member / Achievement First Charter School (7/2007 – 7/2009)

- Served as department chair with responsibility for leading a team of five teachers and ninety students

Fun Stuff

When not working, I'm training for my next marathon, exploring New England and spending time with my wife and four children.

B. Draft By-Laws

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- (n) Fiscal Year
- (o) Liability and Indemnification
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ARTICLES

Article I

PURPOSES, MISSION, AND POWERS

Section 1. Purposes. The Providence Preparatory Charter School (“School”) is an organization founded to govern and operate an independent public charter school established pursuant to the provisions of Title 16 Chapter 77.3 of the Rhode Island General Laws, and to carry out the purposes set forth its charter application and in the School’s Articles of Incorporation (“Articles of Incorporation”).

Section 2. Mission. The mission of the School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. We will combine a longer school day and longer school year with a rigorous academic program and a structured approach to school culture to create a warm, safe, academically challenging school environment.

Section 3. Powers. The School will have all the powers enumerated in its charter and the power either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the School is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the School’s purposes.

Section 3.1. Limitations. The School will exercise its powers only in furtherance of exempt purposes as such terms are defined in Section 5011(3) of the Internal Revenue Code of 1986, as amended, and the regulations from time to time promulgated thereunder (“Code”).

Article II

NON-PROFIT STATUS

Section 1. Non-Profit Status. The School is organized exclusively for charitable, religious, educational, and scientific purposes under Section 5011(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The School is not organized for profit and, unless otherwise permitted by of the Rhode Island Non-Profit Corporation Act, R.I.G.L. § 7-6-31, et seq, as from time to time amended (“Non-Profit Corporation Act”), no part of the net earnings of the School will inure to the benefit of or be distributable to any member, Director, or Officer of the School or any other person, except that the School will be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in its charter and its Articles of Incorporation.

Section 2. Dissolution. The dissolution of the Organization shall be authorized only upon the advance affirmative vote of the Board. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 5011(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 2.1. Process. The Board of Directors of the School, after the payment and discharge of or provision for all its debts and obligations, will distribute all of the assets of the School to such organization or organizations which, at the time of distribution, qualify as exempt from federal income tax under Section 5011 of the Code. In the event of any liquidation or dissolution of the School, no Director or Officer will be entitled to any distribution or division of the School’s property or the proceeds thereof, and upon such liquidation the Board of Directors of the School, after the payment and discharge of or provision for all its debts and obligations, shall distribute all of the assets of the School to such organization or organizations which, at the time of distribution, qualify as exempt from federal income tax under Section 5011 of the Code.

Section 2.2. Undisposed Assets. Any of such assets not so disposed of will be disposed of by a court of competent jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organization(s) as said court will determine, which are organized and operated exclusively as organizations exempt from federal income tax under Section 5011 of the Code.

Article III OFFICES

Section 1. Offices. The School will have its principal office consistent with its Articles of Incorporation, and may have other offices at such places within and outside the State of Rhode Island as may from time to time be determined by the Board of Directors.

Article IV MEMBERS

Section 1. Members. The School will have no members.

Article V BOARD OF DIRECTORS

Section 1. School Management. The Board of Directors (“Board of Directors”) will manage the business, property, and affairs of the School.

Section 2. Powers and Responsibilities. The responsibilities of the Board of Directors will include: oversight of the progress of the School, including the review, implementation and approval of the School’s vision, mission, budget and strategic plan; establishment of the School’s general policies and overall curriculum policies; approval and monitoring the School’s annual budget and financial procedures; management of the School’s funds; hiring and year-end review of the Head of School; assurance that the School achieves academic success for its students; assurance that the School complies with applicable laws and regulations; assurance that the School fulfills its charter and earns charter renewal; enhancement of the School’s strength, viability and public image; and any other powers and duties not otherwise reserved by the commissioner of elementary and secondary education, and the board of education.

Section 3. Number. The Board of Directors will be made up of individual Directors (“Directors” or “Director”). The number of Directors on the Board of Directors will not exceed fifteen (15) nor be less than nine (9).

Section 4. Qualification. Directors will be individuals who have consented to acceptance of responsibility to further the achievement of the mission of the School.

Section 5. Composition. The Board of Directors will be representative of the community it serves and will strive to consist of a balanced group of individuals composed of different races, ethnicities, ages, sexes and occupations.

Section 6. Duties. Duties of a Director include, but are not limited to, a duty of care, a duty of loyalty, a duty of obedience, and any other duties, fiduciary or otherwise, that may exist at law.

Section 7. Election. Directors will be elected by the act of a majority of the Directors present at a meeting at which a quorum is present.

Section 8. Term. The Directors will serve for three (3) year terms. Director terms will be staggered whenever possible.

Section 9. Vacancies. Any vacancy occurring on the Board of Directors will be filled in the same manner as such Director was selected in accordance with these bylaws. A Director appointed to fill a vacancy will serve for the unexpired term of his or her predecessor in office.

Section 10. Resignations. Any Director may resign at any time by giving written notice to the Board of Directors. The resignation will take effect upon formal acknowledgment by the Board of Directors.

Section 11. Removal. Any Director may be removed from office by a majority vote of the full Board of Directors whenever the best interests of the School will be served thereby.

Section 12. Quorum. At all meetings of the Board of Directors, a majority of the Board of Directors will constitute a quorum.

Section 13. Board Act. The act of a majority of the Directors present at a meeting at which a quorum is present will be the act of the Board of Directors, unless the act of a greater number of Directors is required by the Non-Profit Corporation Act, the Articles of Incorporation, Rhode Island General Laws, or these bylaws.

Section 14. Compensation Prohibition. Directors may not be paid compensation for performance of their duties as Directors except that Directors may be reimbursed for out-of-pocket expenses spent in performance of their duties as Directors. No Director will be precluded from serving the School in any other capacity and receiving compensation therefore.

Article VI OFFICERS

Section 1. Officers. The officers of the School will be a Chairperson, Vice Chairperson, Secretary, and Treasurer ("Officers"). The Board of Directors may from time to time elect or appoint such other Officers, including one or more vice or assistant Officers, and with such titles as it may deem necessary or convenient.

Section 2. Election. The Officers of the School will be elected annually by the Board of Directors of the School at each annual meeting or meeting in lieu thereof. Election of an Officer will not of itself create contract rights.

Section 3. Term. Each Officer will be elected to serve a term of one year immediately following each such meeting, or until his or her successor will have been elected and will have qualified or until his or her earlier death, resignation, or removal, as hereinafter provided.

Section 4. Vacancies. A vacancy in any office by reason of death, resignation, removal or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Resignations. Any Officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson thereof. A resignation will take effect upon formal acknowledgment by the Board of Directors.

Section 6. Removal. Any Officer may be removed from office at any time, with or without cause, by a majority vote of the full Board of Directors whenever the best interests of the School will be served thereby.

Section 7. Chairperson. The Chairperson of the Board will preside at all meetings of the Board of Directors. The Chairperson may sign, swear to, execute, file, certify or acknowledge any documents, instruments, agreements, articles, statements, certificates, or reports, required or permitted to be signed, sworn to, executed, filed, certified, or acknowledged by an Officer of the School. The Chairperson will have such other powers and duties as may from time to time be prescribed by the bylaws or by resolutions of the Board of Directors.

Section 9. Secretary. The records of all business transacted at each meeting of the Board of Directors will be kept under the direction and supervision of the Secretary. The Secretary will have such further powers and perform such further duties as will be assigned to him or her by the Chairperson, Vice Chairperson, or the Board of Directors.

Section 10. Treasurer. The Treasurer will be responsible for and will keep all financial reports and records and other financial documents of the School. The Treasurer will have such further powers and perform such further duties as will be assigned to him or her by the Chairperson, Vice Chairperson, or the Board of Directors.

Section 11. Other Officers. All other Officers of the School will have the powers and will perform the duties customarily appurtenant to their respective offices, and will have such further powers and will perform such further duties as may from time to time be assigned to them by the Chairperson, Vice Chairperson, or the Board of Directors.

Article VII COMMITTEES

Section 1. Committees. The Board of Directors may designate one or more committees as the Board of Directors may determine necessary or appropriate. Such committee or committees will have such name or names as determined from time to time by the Board of Directors. The Board of Directors may at any time change the members of, fill vacancies in, limit, expand or alter the authority of, and discharge any committee.

Section 2. Nature. Any committees will be advisory in nature and will not supplant the duties and responsibilities of the Board of Directors.

Section 3. Membership. The membership of a committee is not limited to Directors, but each committee will consist of no less than two Directors as elected by the Board of Directors.

Section 4. Quorum. At all committee meetings, a majority of the members of the committee will constitute a quorum.

Section 5. Open Meetings Act. Each committee will adhere to the strictures of the Rhode Island Open Meetings Act.

Section 6. Standing Committees. The Board will have and maintain standing committees as set forth in these bylaws.

Section 6.1. Executive. The Executive Committee will be made up of the Officers of the Board of Directors. The Executive Committee will manage routine Board functions. The Executive Committee will determine the agendas and recommendations to be brought to the Board of Directors, although agenda items and motions for action may also be proposed by any Director at a meeting.

- (a) Head of School Evaluation. The Executive Committee will provide oversight and guidance for those tasks associated with the recruitment, selection, hiring, support and evaluation of the Head of School. The Executive Committee will conduct mid-year and end-of-year evaluations of the Head of School's performance based on criteria and accountability outlined in his/her job

description and contract, which includes, but is not limited to, his/her ability to meet the School's established academic and organizational goals as evidenced by RIDE audit and progress reports.

Section 6.2. Finance. The Treasurer will serve as chair of the Finance Committee. The Finance Committee will have such powers as are assigned from time to time by the Board of Directors, including without limitation responsibility for general oversight of fiscal operations and participation in the annual budget process, while not overstepping the boundary between administrative and board functions.

- i. Fiscal Operations. The Finance Committee will be responsible for, including without limitation, ensuring that qualified staff are in charge of the day-to-day fiscal operations of the School; ensuring that a financial audit is conducted annually by a qualified independent auditor; assisting in the establishment and implementation of fiscal policies and procedures; reviewing financial reports with the board on a regular basis; and ensuring the budget is adhered to and the School remains solvent, with reserves established as deemed appropriate by the Board of Directors.

Section 6.3. Academic Oversight. The Academic Oversight Committee will have such powers as are assigned from time to time by the Board of Directors, including without limitation responsibility for reviewing the School's performance to ensure it meets the goals outlined in the School's Accountability Plan.

- School Performance. The Academic Oversight Committee will monitor the performance of the School and its students, and related compliance reports to ensure that the academic goals articulated and adopted in the School's Accountability Plan are achieved. The Academic Oversight Committee will work with the School's Head of School to propose annual goals and milestones in accordance with the Accountability Plan.

Section 6.4. Community Outreach. The Community Outreach Committee will have such powers as are assigned from time to time by the Board of Directors, including without limitation responsibility for proposing the School outreach plan, which will be designed to ensure the School reaches every eligible student and will include methods likely to achieve the School's target student population and will address how the School will be publicized and marketed throughout the community.

Section 6.5. Governance. The Governance Committee will have such powers as are assigned from time to time by the Board of Directors, including without limitation responsibility for preparing a slate of candidates who match the recruiting priorities to be nominated for election by the Board of Directors pursuant to these bylaws.

Article VIII NOTICE

Section 1. General. Whenever under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Laws written notice is required to be given to any Director.

Section 2. Manner. Notice may be given by mail or by a generally recognized overnight delivery service, addressed to such person at his, her or its address as it appears in the records of the School, with postage or delivery charges thereon prepaid, and such notice

will be deemed to be delivered at the time when the same will be deposited in the United States mail or delivered to the delivery service.

Section 2.1. Electronic or Other Notice. Notice may be given to any Director by electronic mail, personally or by telephone to his or her house or office either directly or by leaving a message thereat.

Section 3. Waiver. Whenever any notice is required to be given under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Law a waiver thereof in writing, signed by the person or persons entitled to such notice and who did not receive the same, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice. Attendance of a person at a meeting will constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 3. Open Meetings Act. Notice of all meetings, irrespective of type and including, but not necessarily limited to, committees or subcommittee meetings, will comply with the Open Meetings Act.

Section 3.1. Advance Notice. Written public notice of any meeting will be given within a minimum of forty-eight (48) hours before the date of such meeting.

Section 3.2. Posting. Written public notice will include, but need not be limited to, posting a copy of the notice at School, and in at least one other prominent place within the state of Rhode Island as well as filed electronically to the Secretary of State website.

Section 3.3. Content. The notice, in the form of an agenda for the meeting, will include, in addition to date, time and place, a statement specifying the nature of the business of each item to be discussed.

Section 3.4. Amendment. The notice, or agenda, for any meeting may be amended by majority vote of a quorum of the Board of Directors, but only for informational purposes. No vote may occur on the added agenda item except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

Article IX MEETINGS

Section 1. Open Meetings Act. The Board of Directors will comply with all provisions of the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time (“Open Meetings Act”).

Section 2. Public Meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings, will comply with the requirements of the Open Meetings Act.

Section 2.1 Executive Session. Every meeting of the Board of Directors will be open to the public unless closed pursuant to R.I.G.L. § 42-46-4 and § 42-46-5 of the Open Meetings

Act. Such meetings will be in accordance with these bylaws as not inconsistent with the applicable provision of the Open Meetings Act.

Section 3. Annual Meeting. The annual meeting of the Board of Directors will be held forty-five (45) days after the end of the School's fiscal year, unless an alternative date is designated by the Board of Directors. The annual meeting will be held for recommending the appointment of Directors whose terms expire, electing Officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Directors will not be held, a special meeting in lieu of the annual meeting of the Board of Directors may be held.

Section 4. Regular Meetings. The Board of Directors will hold regular meetings, and will do so in accordance with the Open Meetings Act. Regular meetings of the Board of Directors will be held monthly or on such other schedule as is determined by the Board of Directors. The Board of Directors will cause a schedule of regular meetings to be given to each Director and to the public.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called, and on the written request of three (3) Directors, will be called by the Chairperson. The Chairperson will fix the manner and place for the holding of any special meeting of the Board of Directors. All aspects of special meetings will comply with the requirements of the Open Meetings Act.

Section 6. Emergency Meetings. Emergency meetings of the Board of Directors may be called and held in accordance with the Open Meetings Act at any time where the public welfare so requires. Emergency meetings will be held at the request of the Chairperson. A majority of the Board of Directors must vote in open session to address the reason and/or issue(s) that is the cause for the emergency meeting, and the Board of Directors must state in open session and record in its minutes the reason and/or issues that is the cause for the emergency meeting. No vote will occur on such reason or issues except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee

Section 6.1. Notice. Notice of such meeting to the public will be posted as soon as practicable and include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the emergency meeting, as will be exclusively discussed at the emergency meeting.

Section 7. Place. The Board of Directors will fix the place for the holding of the annual meeting and regular meetings of the Board of Directors to be held in the State of Rhode Island. The Chairperson will also fix the place for the holding of special meetings and emergency meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings will be held in a place that accessible to the public including those with disabilities. In the absence of any designation for the place of any meeting, the meeting will be held at the principal office of the School.

Section 8. Minutes. The minutes will include, but need not be limited to: the date, time and place of the meeting; the Directors recorded as either present or absent; a record by individual Directors of any vote taken; and any other information relevant to the business of the School that any Director requests be included or reflected in the minutes. Minutes will be made available to the public in accordance with the Open Meetings Act.

Article X RULES OF ORDER

Section 1. Rules of Order. The proceedings of the School will be governed by *Robert's Rules of Order, Newly Revised*, except where these rules conflict with provisions of applicable law, these bylaws, or any special rules of order the School may adopt.

Section 2. Rules and Procedures. The School may from time to time promulgate such other reasonable rules and procedures as not inconsistent with the provisions of the Open Meetings Act as it determines may be desirable regarding the School's meetings.

Article XI OPERATIONS AND STAFF

Section 1. Head of School. The management of the School's day-to-day operations will be entrusted by the Board of Directors to the Head of School and to such other management staff as may be required.

Section 2. Employment. All staff will be employed according to policies established by the Board of Directors.

Section 3. Policies. The Board of Directors will have the ability and authority to enact, amend, and put in place such policies as the Board of Directors determines appropriate and necessary concerning the operations, management, and business of the School.

Article XII CONTRACTS AND FINANCIAL MANAGEMENT

Section 1. Contracts. The Board of Directors may authorize any Officer or Officers or agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Supplemental Policy. The Board of Directors may supplement this article with a Financial Management Policy, which it may amend from time to time.

Section 2. Loans. No loans will be contracted on behalf of the School and no evidences of indebtedness will be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, Etc. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the School, will be signed by such Officer or Officers, agent or agents, of the School and in such manner as will from time to time be determined by the Board of Directors.

Section 4. Deposits. All funds of the School not otherwise employed will be deposited from time to time to the credit of the School in such banks, trust companies, or other depositories as the Board of Directors may select.

Article XIII

CONFLICTS OF INTEREST

Section 1. Code of Ethics. The School and its Directors will adhere to the highest standards of ethical conduct, respect the public trust and the rights of all persons, be open, accountable and responsive, avoid the appearance of impropriety, and not use their position for private gain or advantage in accordance with the Rhode Island Code of Ethics, R.I.G.L. § 36-14-1, et seq. or any successor statute, as in effect from time to time (“Code of Ethics”).

Section 2. Supplemental Policy. The Board of Directors may supplement this article with a Conflict Interest Policy, which it may amend from time to time.

Section 3. Contracts or Transactions. No contract or transaction between the School and one or more of its Directors or between the School and any other corporation, partnership, association, or other organization in which one or more of the School’s Directors or Officers have a financial interest will be void or voidable, nor will such Director be liable with respect to such contract or transaction solely for this reason, or solely because the Director is present at or participates in the meeting of the Board of Directors at which the contract or transaction was authorized, or solely because the vote of the Director is counted for such purpose, provided that:

- (a) The material facts as to the Director’s relationship or interest are disclosed or are known to the Board of Director, and the Board of Directors authorizes, approves, or ratifies any contract or transaction in which the Director has an interest by an affirmative vote of the disinterested members of the Board of Directors; or
- (b) The contract or transaction in which the Director has an interest is fair and reasonable to the School.

Section 4. Disclosure. Notwithstanding anything to the contrary herein contained, all Director will promptly disclose all potential conflicts of interest to the Board of Director prior to any consideration of any matter in which a potential conflict of interest exists. If a potential conflict of interest is determined to exist by the Chairperson and/or other Directors with whom the Chairperson chooses to discuss such potential conflict of interest, the Director with the conflict of interest will recuse from discussing and abstain from voting on the matter.

Article XIV FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the School will begin on the first day of July and end on the last day of June.

Article XV LIABILITY AND INDEMNIFICATION

Section 1. Liability. No Director of the School be personally liable to the School for monetary damages for breach of such Director’s duty as a Director, except for liability for: (i) any breach of the Director’s duties; (ii) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law; or (iii) any transaction from which the Director derived an improper personal benefit.

Section 2. Insurances. Reasonable and adequate coverage will be maintained to protect the interests and liabilities of the School as well as the Board of Directors and the School's employees. The Head of Schools, with the advice and consent of the Board, shall review insurance Policies carefully before renewal each year.

Section 3. Indemnification. The School will indemnify any person who is or was a Director, Officer, employee, or agent of the School, or is or was serving at the request of the School as an Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, in the manner and to the fullest extent provided by applicable law, if: (i) he or she conducted himself or herself in good faith; (ii) he or she reasonably believed, in the case of conduct in his or her official capacity with the School, that his or her conduct was in its best interest, and in all other cases, that his or her conduct was at least not opposed to its best interests; and (iii) in the case of any criminal proceeding, he or she had no reasonable cause to believe his or her conduct was unlawful.

Article XVI AMENDMENTS

Section 1. Amendments. The Board of Directors may, by vote of at least two-thirds of the full Board of Directors, alter, amend or repeal the bylaws, or adopt new bylaws at any annual, regular, or special meeting of the Board of Directors.

CERTIFICATION AND AMENDMENT:

Signature, Chairperson
Print Name:
Date:

C. Board Member Resumes

i. Dr. Mary Archibald, Providence Public School Department

HIGHLIGHTS OF QUALIFICATIONS

- Excellent communication and organizational skills
- Strong human relations and interactions
- Excellent personal motivation with a proven ability to build and work collaboratively in a strong team concept environment and independently.
- Focused, dependable, multi-tasked oriented, positive, able to adept effectively to challenging situations.
- Well-developed skills in prioritizing, organization, decision-making, time management, and verbal/written communication skills.
- Strong interpersonal skills resulting in exceptional rapport with people. Proven success in initiating, promoting, and maintaining strong interpersonal relations.
- Able to deal courteously, professionally, and tactfully with the general public in a variety of circumstances.
- Able to work flexibly to meet individual/programmatic needs

EDUCATION

FORDHAM UNIVERSITY
Graduate School of Social Service
Ph.D in Social Work

New York, New York
May 2003

RHODE ISLAND COLLEGE
Master of Social Work

Providence, Rhode Island
May 1990

RHODE ISLAND COLLEGE
Bachelor of Social Work

Providence, Rhode Island
May 1987

SCHOOL CERTIFICATION

Life Professional School Social Worker Grades PK-12
Rhode Island Dept. of Education

Providence, Rhode Island
March 1992-Lifetime

PROFESSIONAL/EDUCATIONAL EXPERIENCE

Providence School Department
Student Affairs Office
Truancy Officer/School Social Worker

Providence, Rhode Island
September 1998-Present

- Investigate student excessive absences, conduct home visits, attend RI Family Court, file truancy court petitions, and assist PSD school support staff in referring truants for intervention services.
- Work closely with DCYF workers, RI juvenile public defenders, attorneys, probation officers, police departments, and the Attorney General's Office to resolve the truancy case and rehabilitate the youth.

- Refer PSD families and students to community services
- Liaison to RI Family Court regarding educational and community resources, while carrying out Judge orders

Providence School Department
Vartan Gregorian Elementary School
Family School Support Team Social Worker

Providence, Rhode Island
September 1995-June 1998

- Provided direct services including crisis intervention and school based counseling both individual and group. Act as a liaison between home and school of students.

Providence School Department
Special Education Department
School Social Worker

Providence, Rhode Island
May 1992-June 1995

- Member of the Special Education Multi-Disciplinary Team.
- Acted as a liaison between school and homes of students.
- Completed student diagnostic assessments (social histories, adaptive behavior assessments/social maturity scales, etc.)
- Provided direct services of crisis intervention and school based counseling both individual and group.

Rhode Island College
Sociology Department & School of Social Work
Part-Time Adjunct Faculty Member

Providence, Rhode Island
September 2003-Present

- Teach “Juveniles & Justice” which examines the nature of delinquency and the major theories of causation. The Juvenile Justice System is examined historically and in its current form

Rhode Island College
Sociology Department & School of Social Work
Part-Time Adjunct Faculty Member

Providence, Rhode Island
September 2003-2015

- Teach “Social Work Practice Evaluation & Research” which focuses on instruction in the concepts, methods, and in the conduct of social work research. Students will build skills that enable them to evaluate their own practice and social agency programs

Rhode Island College
School of Social Work & Sociology Department
Part-Time Adjunct Faculty Member

Providence, Rhode Island
Spring 2006-2009

- Teach “Human Behavior, Diversity, & Oppression- Part II” which focuses on the effects of diversity and oppression on the development and functioning of individuals and families. This course also focuses on issues related to mental health and mental illness.

Rhode Island College
Sociology Department & School of Social Work
Part-Time Adjunct Faculty Member

Providence, Rhode Island
September 2003-2015

- Teach “The Family Course” which focuses on the social institution of the family, interaction between family members, and the changes over time; the sociological concepts are introduced through the study of families
- Teach “Society & Social Behavior Course” which provides a basic understanding of sociological concepts and their application to everyday life.

Department of Children, Youth & Families
Social Caseworker II/Direct Services

Providence, Rhode Island
May 1990-May 1992

- Provided intensive and specialized child welfare services to children and their families within their own homes, foster care placement, and protective services.
- Secured relevant information, keeping accurate, complete records and used the social work process to families who are opened to the Department due to abuse and/or neglect.

RHODE ISLAND COLLEGE INTERN SUPERVISOR

- RI College Off Site Supervisor for MSW & BSW students – 2018
- RI Legal Services & Office of Child Advocate-Supervisor 2015-Present

PROFESSIONAL BOARD MEMBERSHIPS

- RI Judicial Nominating Commission- 7/2017-Present
- RI Parole Board – 2015-2016
- North Providence Juvenile Hearing Board Chairperson 2014-Present
- Juvenile Justice Commission 8/2015-Present
- Rhode Island Attendance Officers Association- 2000-Present
- Davinci Center Board 2011-2014

ii. Peter Asen, Providence Housing Authority

2011 University of Massachusetts-Amherst Amherst, MA
Master's of Science degree in Labor Studies, conferred September 1, 2011, 4.0 grade point average.

2004 Brown University Providence, RI

- Bachelor of Arts, *magna cum laude*, 3.96 grade point average.
- Concentrations in Africana Studies and Political Philosophy.
- Second prize, 2004 Lehman Award for Excellence in Journalism.
 - 2004, Selected as member to Rhode Island Alpha of Phi Beta Kappa (Honor society).
 - 2004 Anna Julia Cooper Award, awarded to the top graduating student in Africana Studies at Brown.

WORK EXPERIENCE

January 2018 to present Housing Authority of the City of Providence, RI
Providence, RI

Director of Strategy and Development

- Lead strategic planning, new program development, fund development, communications and strategic partnerships for the largest public housing authority in Rhode Island.
- Coordinate a range of interdepartmental projects and raised more than \$3M in grant funds.
- Oversee coordination of Resident Advisory Board and agency work with all resident associations.

March 2012 to January 2018 City of Providence
Providence, RI

January 2017 to January 2018 – Director of Partnerships and Intergovernmental Affairs, Mayor's Office

- Continuing work noted below to coordinate and advance development and implementation of grant proposals and projects, as well as initiatives dependent on other outside fundraising
- Led City's work to advance legislative and regulatory agenda with state and federal legislative and executive branches
- Lead liaison between the Elorza Administration and the Providence City Council to advance the Mayor's Legislative agenda. Also represented Mayor Elorza at the RI League of Cities and Towns.

December 2015 to Dec. 2016 – Director of Partnerships and Development, Mayor's Office

- Collaborated with staff and community partners to develop, cultivate, and fund, programs and projects that serve the administration's priority initiatives.
- Led and coordinated drafting of state, federal, and foundation grants and competitive technical assistance opportunities, with more than \$2.4 million won from January to September 2016.
- Led planning to guide development and partnership efforts through the end of the first Elorza Administration.
- Worked to establish new cross-departmental coordination of grant writing and of corporate and other non-foundation fundraising.
- Supporting grant implementation and management across departments.

March 2012-December 2015 – Director, Healthy Communities Office

- Provided leadership for and advise the Mayor on health and prevention issues; develop and implement environmental and policy changes; coordinate health communications and public education campaigns and community outreach; and ensure evaluation of city initiatives.
- Supervised all staff and responsible for ensuring fulfillment of federal state and local grants, including from CDC, SAMHSA, RI Departments of Health and BHDDH, RI Foundation, Partners for Places, and National League of Cities
- Served as lead city liaison to the Substance Abuse Prevention Council membership and Healthy Communities Advisory Council.
- Directed efforts to raise additional public and private funds for the office.
- Led transition from Substance Abuse Prevention office to establishment of Healthy Communities Office in 2012.

February 2011 to March 2012 Rhode Island House of Representatives Providence, RI

Senior Policy Analyst

- Senior assistant to House Policy Director focusing on health care and social service policy research and development.
- Provided staff support and serving as policy office liaison to the House Committee on Health Education and Welfare, the House Labor Committee, the Public Health Study Commission, the Special House Commission on Affordability and Accessibility of Public Higher Education and the Joint Task Force on the Education of Children and Youth in the Care of DCYF.

Sept. 2008-July 2010; Mar. 2005-May 2007 Ocean State Action Fund
Cranston, RI

June 2009 to July 2010 – Executive Director; September 2008 to May 2009– Associate Director

- Supervised of program staff and leading campaign planning and execution for progressive coalition of 18 community and labor organizations. Led grantwriting and reporting; developing and implementing fundraising plan and budgeting – annual budget of over \$250,000.
- Led Health Care Organizing Project, including development of health care policy goals, synthesis of national research and message development as well as organizing of stakeholders and education of the public around health care issues

Feb. 2006- May 2007 – Development and Communications Director

Coordinated all fundraising activities, including direct mail and phone solicitation, major annual fundraiser, and special events. Coordinated grant writing and reporting; drafting press releases and other communications materials, including website and email communications.

March 2005- January 2006: Community Organizer

- Wrote radio advertisements, op-eds, legislative testimony, web content, and letters to legislators for federal and state civil justice campaigns related to health care consumer advocacy, medical malpractice and asbestos victims' rights. Supported campaign efforts through organizing grassroots community and key stakeholder support.

June 2007-June 2008
Portland, ME

Michael Brennan for Congress

Campaign Manager

- Managed staff of five employees, as well as candidate, in a six-way Democratic congressional primary. Brennan was subsequently elected Mayor of Portland, ME in 2011 based on the strength of the support network built in 2008.
- Coordinated fundraising effort of over \$270,000 raised from more than 1,900 donations in twelve months.
- Served as Lead strategist for campaign communications, voter outreach, media, and get-out-the-vote operation.

COMMUNITY

RI Continuum of Care, Board of Directors, 2019 to present

Partnership for Greater Providence, Board of Directors, 2016 to 2018

United Cerebral Palsy of Rhode Island Board of Directors, 2012 to present; Chair, 2018 to present

iii. Chace Baptista, Providence Public School Department

VALUES

Equity | Integrity | Empathy | Results | Alignment

EDUCATION

- Providence College Bachelor's degree in Liberal Studies class of 16
Solution Coach
Licensed Practitioner of Restorative Practices via International Institute of Restorative Practices

SKILLS

- Google Analytics, Adobe Creative Suite, Salesforce CRM, HTML, CSS, Excel (VLOOKUP, Macros, Pivot Tables), Social Media, Python, R, ArcGIS, WordPress, SQL, Facilitation, Community outreach, Grant Writing

EXPERIENCE

- School Culture Coordinator – Gilbert Stuart Middle School — 2018 – Present
Trained all building staff in restorative practices. Developed and implemented a School Culture plan in partnership with administrative team. Mediates issues between young people utilizing restorative practices. Transformed school culture through restorative practices, decreasing suspensions and discipline referrals while increasing student and teacher satisfaction. Supported Teaching and Learning through participating in walkthroughs and giving feedback. Partner with guidance to lead attendance initiatives utilizing PBIS.
- OIC of Rhode Island – Communications and Outreach Consultant 2016 – 2018
Wrote, secured, and administered 100,000 dollar federal grant to support minority contractors, to develop 1,000,000 dollars worth of business to well qualified diverse contractors. 90 percent of the cohort graduated, secured lead licenses, and successfully bid on lead rehabilitation contracts with the city. Designed custom responsive website (www.oicrhodeisland.org) and developed all relevant content.
- Brown University, Providence, RI

Marketing Consultant

2016 – 2017

Created custom responsive WordPress website (www.gradri.org)
Developed and designed brand identity assets including logo, letterhead, business cards, (HTML) E-Newsletter template, and event invitations
Developed and implemented communications plan related to the launching of the brand targeted at returning adult learners using social media and traditional media

- Providence Plan, Providence, RI 2013 - 2015

Communications Intern

Wrote and designed monthly e-newsletter using Constant Contact, and improved open rates by 15 percent, and click-through rate to 20 percent
Led cross-functional team around press outreach for a new website launch (www.profiles.provplan.org), with coverage by local press outlets, along with an op-ed placement in the Providence Journal

Created, and implemented communications plan resulting in an increased Twitter following of 33 percent

- City of Providence, Providence, RI 2012 - 2013

Consultant

Oversaw the implementation of the EverFi digital financial literacy curriculum for over 300 youth workers

Hired, trained, and supervised six staff members to proctor the curriculum

Oversaw the re-design of the Bank-on Providence website resulting in a 15 percent increase in traffic and a 37 percent decrease in the bounce rate

- Young Voices, Providence, RI 2007 - 2012

Founder, Co-Director

Trained over 400 high school age students weekly over the course of five years in critical thinking, debate, and public speaking

Partnered with the Rhode Island Department of Education to secure Race to The Top Funding for RI securing 75 million dollars for the state

Lobbied legislators to develop the State's first Funding Formula to deliver equitable education funding for all districts getting it successfully passed

iv. Anthony Carrion, Nowell Leadership Academy

ANTHONY CARRION

CONTACT

Address : Providence RI 02909
Phone : (401) 338-8672
Email : adcarrion75@gmail.com

SKILLS

- Leadership
- Faculty Development
- Classroom Management
- Student Development
- Character Education
- Behavioral Management
- Team building
- Parental Communication

PROFESSIONAL SUMMARY

A dedicated and creative educational leader focused on maximizing student learning by developing positive student culture and structured, supportive environments. Excellent disciplinarian with a compassionate, analytical approach to addressing and solving behavior issues. Dynamic team player with a proven track record of collaborating with community leaders, social and emotional organizations, artists, and art organizations, to create student growth. Qualified to deliver consistent and collaborative decision making with the RTI/MTSS instruction and screening process. Trustworthy professional with skills to develop and maintain meaningful relationships with all stakeholders.

WORK HISTORY

Dean of Students, 01/2018 to Current **Nowell Leadership Academy - Providence, RI**

- Develop strategies to improve student behavior school-wide and help teachers better manage classroom environments.
- Promote high expectations and establish an environment that supports high achievement in students.
- Maintain both database and file system for all past and present student violations via Kickboard management systems.
- Collaborate with Wraparound team to ensure students' social and emotional needs are met.
- Ensure student, parent, and school personnel "voice" is recognized; and all major dimensions of school life (e.g. safety, relationships, teaching, and learning) are assessed.
- Coordinate outreach events to bring in parents, family members and community at large to support students.
- Model positive behaviors and nurture attitudes that emphasize the benefits and fulfillment of learning.

Counselor, 03/2003 to 12/2018 **COMMUNITY COLLEGE OF RHODE ISLAND/EDUCATIONAL OPPORTUNITY CENTER - Providence, RI**

- Discussed educational plans and assisted over 600 low-income first-generation students annually through college admission and financial aid application process.
- Assessed and clarified vocational, career, and academic goals of clients and identify resources that can help them realize their goals and aspirations.
- Cataloged and maintained comprehensive list of financial and academic support programs for post- secondary students and stay abreast of application requirements and procedures.
- Established initial contact with community leaders and agencies to promote and establish services in new areas and/or new groups of potential clients; and perform related needs assessments.

v. Victoria Criado, MA Association of Public Charter Schools

EDUCATION

HARVARD UNIVERSITY, John F. Kennedy School of Government Cambridge, MA
Master in Public Policy, May 2010
Summer 2009 Carnegie and Knight Foundation Policy/Journalism Fellow (California)

BOSTON COLLEGE Chestnut Hill, MA
Bachelor of Arts in Political Science, May 2003

EXPERIENCE

Aug. 2017 – MASSACHUSETTS CHARTER PUBLIC SCHOOL ASSOCIATION
Boston, MA

Present Chief of Communications & Development

- Oversee all earned, paid, and owned communications on behalf of the charter public school sector in Massachusetts, which represents over 74 schools across the Commonwealth.
- As a member of a five-person leadership team, work with the Executive Director to execute the organization's new 3-year strategic plan which includes improving the public and political perception of charter public schools in MA.
- Lead and convene a community of over 45 school-based communications professionals, including setting a vision for sector-wide communications, creating and delivering professional development and technical assistance, and story mining/writing/pitching of school-based content for earned and social media.
- Ghostwrite content on behalf of the sector, including: communications from the Executive Director, with a reach of over 30k; social media posts; media statements/press releases; legislative testimony; school and Association letters-to-the-editor/Op-Eds, etc.
- In partnership with the Executive Director, fundraise ~3.0mn per year to support communications, advocacy, and school support work on behalf of the charter public school sector, including executing grant applications, pitch decks to funders, and regular funder communications and cultivation.
- Co-led a rebranding/research project in 2018 that culminated in the development of data-backed messages with the power to persuade voters on charter public schools in MA.
- Developed and disseminated the sector's first communications and advocacy campaign toolkit, and launched a communications/branding campaign across earned, paid, and social media, including a complete redesign of the organization's website.

Oct. 2012 – UP EDUCATION NETWORK
Boston, MA

Aug. 2017 Chief Public Affairs Officer/Director of School Operations

- As a member of a six-person leadership team, worked with CEO to evaluate strategic external and internal issues in the school turnaround space in order to identify proposed solutions that served the organization's mission: to rapidly transform chronically underperforming district schools into extraordinary schools that sustain high achievement over time with the aim of eliminating the achievement/opportunity gap in the Commonwealth.
- As department head, oversaw the organization's public policy, marketing, communications, media, public relations, family & community engagement/advocacy, and development/fundraising teams.

- Successfully devised and executed against a reactive and proactive media/communications strategy during the organization's largest and most challenging public relations crisis.
- Created the organization's first multi-year communications and public relations strategy, which included improvements to social media that resulted in the tripling of engagement with content, as well as new strategies for disseminating UP's statistics to tell a compelling and powerful story.
- Managed stakeholder relationships in the government, education, non-profit, foundation, individual donor, and community space.
- Served as liaison with state and city officials, Boston Public Schools, Lawrence Public Schools, and the MA Department of Secondary & Elementary Education in the areas of strategic growth, policy, and media relations.
- Effectively managed (5) schools and their school leadership teams as Director of School Operations from 2012-2015, which included the management and professional development of 8-10 direct reports across the organization, including school-based operations staff.
- Successfully supported the launch of (6) schools, including two in-district charter schools, serving over 3,200 primarily Black and Latinx students in the cities of Boston, Lawrence, and Springfield.

Feb. 2011 – EXECUTIVE OFFICE OF THE PRESIDENT OF THE UNITED STATES
Washington, D.C.

Sept. 2012 Program Examiner, Housing, Treasury & Commerce – Office of Management & Budget

- Program Examiner within the Financial Rescue Unit – a three-member team tasked with coordinating policy related to financial reform (Dodd-Frank), consumer protection, and economic development.
- Effectively managed 10+ agencies /programs; coordinated interagency policy development; and, mediated interagency conflicts.
- Drafted speeches/testimony for senior officials, policy memos, and legislation.
- Proposed management/communication/process improvement recommendations as an active member of the Housing, Treasury, and Commerce Management Task Force.

2010 – 2011 INTER-AMERICAN DEVELOPMENT BANK Washington, D.C.
Senior Consultant, Fiscal & Municipal Management

- Project Manager for pilot state and local government budget initiative modeled after the IMF's *Government Finance Statistics (GFS)* Database.

2003 – 2008 DEUTSCHE BANK, EMERGING MARKETS RISK MANAGEMENT New York, NY

Asst. Vice President, Latin America and the Caribbean

Top Analyst of formal Credit Training Program (London & Frankfurt, completed 7/31/04)

- Managed Central American, Andean region & Caribbean portfolio.
- Group Credit Industry Manager for Latin American Financial Institutions.
- Spearheaded 50+ page research report on LatAm Banks for Board approval.
- Analyzed & provided recommendations/internal ratings for 40+ clients in Latin America.
- Selected for competitive London rotation as portfolio analyst for the Middle East/Africa region.
- Conducted due diligence visits to all countries in portfolio to interview/meet with the countries' respective Central Banks, Ministries of Finance, & Banking Regulators.

2005 – 2008 BORDER FILM PROJECT (<http://www.borderfilmproject.com>) AZ, CA, NM, TX & Mexico

- Co-Founder, Pro-Bono Multimedia Project
- Published/co-wrote book “Border Film Project” released by Harry Abrams April 2007.
- Pre-sold 6k copies of book to Amazon, Borders, Barnes & Nobles, American Apparel, et al.
- Produced short documentary film to accompany photography exhibit.
- Administered project’s website which reached over 1,000 viewers daily (2005-2008).
- Managed touring of photos throughout the U.S., Mexico, Central America, Europe, & Asia.
- Spoke at Human Rights and Immigration Government Conference in Mexico City in 2006.
- Major interviews/press coverage include(s): CNN, The Financial Times, BBC Mundo, CBS Evening News, NPR, Fox News (Phoenix), The Wall Street Journal, CBC, Telemundo.

LANGUAGES

- Fluent in Spanish (native speaker).

INTERESTS

- Travel, gardening, and raising two toddlers.

AFFILIATIONS

- Barrington Public Schools Diversity, Equity, and Inclusivity Subcommittee Member

vi. John E. (Ted) Long, Jr., Holland & Knight

EXPERIENCE

Holland & Knight, LLP, Providence, RI & Boston, MA (1,400 attorneys)

Partner, Business Law Department September 1999-Present

Provide goal oriented, practical legal advice to transactional clients including old-and new-economy companies in all stages of development, including:

- mergers and acquisitions – lead attorney on team providing advice and counsel (including drafting acquisition documents, negotiating transactions and assisting with integration) to private equity backed company that has completed 75+ strategic investments;
- alternative investments – lead attorney to several institutional and individual clients regarding investments in alternative funds (hedge, private equity, and venture capital funds as well as real estate investment trusts);
- angel investing – provide advice to investors, including being lead counsel to a seed fund, surrounding early stage investment mechanisms and documents as well as diligence (capitalization, creation and protection of intellectual property, and employment agreements) in potentially high growth companies as well as assisting with the structure of special purpose entities and other seed stage funds;
- start-up ventures – assist founders of a venture regarding matters such as organization (choice of entity, jurisdiction of incorporation, charter documents, and shareholders agreements), incentivizing employees and consultants, as well as ownership and protection of intellectual property assets; and
- pro bono – lead attorney to community foundation providing loans to minority owned and led businesses.

The Office of Senator Jack Reed (D-RI), Washington, DC

Legal Counsel January 1997-August 1999

Advised Senator Reed on all legal issues, including issues relating to the Labor Committee, telecommunications, judiciary (impeachment), banking (securities litigation reform), and campaign finance reform (drafted campaign finance legislation and assisted the Senator in the filing of an Amicus Curiae brief). Initiated proposals, drafted legislation, conducted research, composed speeches and authored correspondence. Served as interim Chief of Staff.

The Office of Congressman Jack Reed (RI-2), Washington, DC

Washington Chief of Staff January 1996-December 1996

Supervised staff of eight; oversaw all aspects of legislative, press, scheduling, constituent service operations as well as office administration. Represented Congressman at meetings he could not attend.

The Office of Congressman Rob Andrews (NJ-1), Washington, DC

Washington Chief of Staff May 1993-December 1995

Managed office of seven staff; responsible for supervision and management of all legislative, scheduling, constituent relations work and office operations and budget. Responsible for labor issues before Education & Labor Committee.

Campaign Work, Washington (DC), Rhode Island, California, and Oklahoma.

Campaign Manager, Account Executive June 1988-June 1993

Managed aspects of the fundraising efforts of various statewide candidates, including those of the

re-election efforts of Senators John Glenn (D·OH) and Paul Simon (D·IL) as well as that of Lt. Gov. Richard Licht (D·RI).

EDUCATION

George Mason University, J.D., Arlington, VA (evening program) *June 1996*

Dickinson College, B.A., Policy Management Studies, Carlisle, PA *May 1988*

University of St. Andrews, St. Andrews, Fife, Scotland *1986-1987*

ACTIVITIES

Rhode Island Public Radio, Board of Directors (2010-18), Chair of Board (2014-17)

Slater Technology Fund, Inc., advisor

Classical High School Enrichment Fund, founder

Job Corps (Rhode Island), initial advisory board

vii. Yomely Marte, Dorcas International Institute

SUMMARY of QUALIFICATIONS

- Fluent in spoken and written English and Spanish
- Computer/Technical Literacy

EXPERIENCE

July 2017-August 2017 Summer Camp – Operations Coordinator, DIIRI – Providence, RI

- Manage and coordinate all logistical aspects of Camp Newcomer, a summer learning program for K-12 refugee and unaccompanied minor students attending Providence Public Schools.
- responsible for streamlining the operations, systems, and processes supporting the summer program while ensuring consistently high standards
- Overseeing program operations and work collaboratively with the Fellowship Supervisor to oversee daily camp programming and serve the needs of campers and their families.
- Prepare weekly camper paperwork and materials needed for camper check-in and check-out, including rosters and supply orders
- Schedule and organize all field trips, enrichment activities, class schedules, bus transportation and corresponding logistics
- Organize and prepare all camp supplies by classroom

2014-present Toyota Family Learning Parent Facilitator, Dorcas International Institute-Providence, RI

- Coordinate the development of 10 family engagement events and 8 family service learning projects at five sites throughout Providence, engaging 600 parents in the 2014/2015 school year
- Lead thirty-three parents in Toyota Family Learning program throughout school year in family mentoring, parent education classes and take home literacy activities between parent and child
- Liaise with Providence Public School's Parent and Community Engagement Office, as well as Family Engagement Committees, Principals and PTOs at all school sites

2014 –present Family Literacy Teacher, Dorcas International Institute – Providence, RI

- Designed curricula for and taught daily multi-level adult Family Literacy ESOL classes with open enrollment
- Supported recruitment of students and developed retention plan

2012– 2013 ESL Teacher, WHITMARSH CORPORATION, (Vision School) – Providence, RI.

- Instructed students at the middle level alternative education, typically 5th through 8th grades.
- Created lesson plans for ESL students, grading papers and reports, listening to student presentations, maintaining classroom discipline.

- Brought community resources into the classroom including violence prevention, and civic organizations.

2009– 2012 Head Teacher, ChisPA, (The Bridge School) – Providence, RI.

- Instructed students at the secondary level alternative education, typically 9th through 12th grades.
- Developed lesson plans, grading papers and reports, listening to student presentations, maintaining classroom discipline and preparing report cards.
- Brought community resources into the classroom including violence prevention, music and art programs, civic organizations, RIPIN, and health educators.

2004–2006 Head Teacher, Colegio Bilingüe New Horizons – Santo Domingo, Dominican Republic

- Evaluate student presentations, papers and reports, develop lesson plans, maintaining classroom discipline and prepared report cards.
- Taught Computer Science and Language Arts teacher to 3rd, 4th and 5th grades.

1999– 2001 Teacher Aide, Teacher Assistant, Group Leader, Asociaciones Dominicanas Inc. – New York, NY

- Prepared daily lesson plans to help the children start learning basic education to get them ready for primary school.
- Organized creative activities for the children to complete each day and to prepare outdoor activities and games for the students.

EDUCATION & PROFESSIONAL DEVELOPMENT

July 2016 Fun Family Activity State Lead Facilitator

2010–2011 School Violence Prevention Demonstration Program – Warwick, RI

2010–2011 Best Youth Worker Certification – Warwick, RI

2005–2006 Diplomado en Habilitación Docente (*Graduated summa cum laude*)
Universidad Católica Santo Domingo. Santo Domingo D.R.

1999 – 2001 Associate Degree in Science
Bronx Community College – Bronx, NY

1993 – 1996 High School Diploma (Physical Science and Mathematics)
Colegio Renacimiento – San Francisco de Macorís, Dominican Republic

viii. Sergeant Anthony Roberson, Providence Police Department

Education

Ed.D. *Education Leadership (Doctor of Education)*, Liberty University, Lynchburg, Virginia
 Ed.S. *Education Specialist Degree (Post Masters degree)* Terminal degree, Liberty University, Lynchburg, Virginia
 M.S. *Criminal Justice (Masters)*, Boston University, Boston, Massachusetts
 B.S. *Criminal Justice (Bachelors)*, Bellevue University, Bellevue, Nebraska
 R.I. Certified Teacher Criminal Justice
 Harvard University Leadership and management certification

Employment

Owner Roberson's Turning Point

2018-Present 33 hours of State of Rhode Island approved instruction in drivers' education allowing students to earn their learner's permit.

Higher Education

2016-Present Roger Williams University Adjunct Professor, Justice Studies.

Law Enforcement

2017- Instructor, Providence Police Academy for Implicit Bias/Cultural Diversity

2017- Instructor, Providence Police Academy for Report Managing System

2020-Present Sergeant, Supervisor, Uniform division

2013- Detective, Investigative Division, Providence Police, Providence Rhode Island.
 Director-Keeper of the Records-Supervising Officer in the Administrative Division (Records Bureau), Providence Police, Providence, Rhode Island.
 Supervision and management of Record Bureau Clerks and light-duty sworn personnel.

2011-2013 Quality Control Officer in the Administrative Division (Records Bureau), Providence Police, Providence Rhode Island.

2005-2008 School Resource Officer, Providence Police, Providence, Rhode Island. Primarily responsible for establishing positive relationships with students and faculty within the school community to which they are assigned. Responsible for all areas of concern within the schools including, but not limited to, delinquency prevention, intervention, mediation, and school safety.

2004 Neighborhood Response Teams (NRT), Providence Police, Providence, Rhode Island. A partnership between the Providence Police and the Rhode Island State Police that allows for a coordinated effort to combat crime on the weekend during high crime hours.

2002 Patrol Officer, Providence Police, Providence, Rhode Island. Responsible for enforcing laws and ordinances, regulating traffic, controlling crowds, preventing

crime, and arresting violators of the law. Testified in Superior, District and Family Court.

1999-2002 Brown University Public Safety, Brown University, 75 Charlesfield, Providence, Rhode Island. Responsible for crime deterrence, crime investigation, dignitary protection, emergency response and handling routine calls for service.

Seminar/Training Operation Clean Government- day-long series of workshops and roundtables targeting campaign strategy, campaign finance reporting, and get-out-the-vote activities

Board Member

- Board of Directors Sojourner House
- Rhode Island Black Heritage Society Board of Directors
- Hope High Dollars for Scholars
- Roger Williams School of Continuing Studies Paramedic Board of Advisers
- Advisory Council to Reduce Gun Violence- City of Providence
- Community Advisory Board- Rhode Island Department of Education
- Board of Directors Providence Preparatory Charter School

Community Service

- Founder-Handshake Initiative
- Founder- Shop with A Cop Providence, RI
- Founder- Summer Safety Initiative
- Founder- Leading ladies Initiative
- Americorps- Partners in learning-Pawtucket, Rhode Island
- Project Outreach- Mentoring inner-city youths from low socio-economic backgrounds
- Co-Founder of the (It's On Us) Scholarship Award. Monetary scholarship/award for young people overcoming life obstacles
- Lisc/DOJ COPS Community Development and Policing Project- 2014
- Providence After-School Alliance

Recent Honors & Awards

- Congressional Medal of Honor Society Award Finalist 2020
- Humanitarian Road Award 2020
- Rhode Island Monthly: Providence Police's Sergeant Anthony Roberson 2020
- United States Department of Justice Innovation in Community Policing Award 2019
- Daily Point of Light Award for service 2019
- The Jefferson Award 2019
- B.E Modern Man Award 2019
- Rev. Dr. Martin Luther King, Jr. Hall of Fame Inductee and Award recipient 2019
- 2018 Rhode Island Police Chiefs' Association Community Policing Award
- 2018 Men Who Make A Difference Award- Womens Resource Center
- New England Opportunity Association Rising Star Award 2017
- Providence Monthly's "Annual Ten To Watch" 2016
- NAACP Medgar Evers Award 2016

- Governor Gina M. Raimondo- Certificate of Special Recognition (Medgar Evers) 2016
- Mayor Jorge O. Elorza- Citizen Citation 2016
- Congressman David Cicilline-Certificate of Special Recognition 2016
- Congressman James Langevin-Certificate of Recognition 2016
- Senator Sheldon- Whitehouse-Certificate of Special Congressional Recognition 2016
- Secretary of State Nellie M. Gorbea- Certificate of Recognition 2016
- Cops with Hearts Award from One Neighborhood Builders Olney Ville (Ovies) 2016
- Official Citation Providence City Council (CAPA) Community and Police Alliance
- Commendation Letter of Merit, Apprehension of suspect in possession of a firearm while committing a crime of violence. 2009

ix. Delia Rodriguez-Masjoan, One Neighborhood Builders

SUMMARY OF QUALIFICATIONS

- Bilingual in Spanish and English
- Outstanding leadership and organizational skills
- Broad multi-cultural experience
- Development of cooperative relationships
- Public Affairs & Community Engagement
- Strong communication skills (written and oral)
- Able to work independently and as part of a team
- Government administration, non-profit management
- Budget planning, administration, and reporting
- Program development and management
- Federal and state grant management
- Board of Directors collaborations
- Strategic planning + Organizational Development
- Community Development expert

EDUCATION

University of Rhode Island, Providence, RI, Master's in Public Administration / 2010

Rhode Island College, Providence, RI, Bachelors of Art ~ Major Spanish / 2008

Rhode Island College, Providence, RI ~ Certificate Nonprofit Management /2010

RELEVANT EXPERIENCE

Community Affairs Consultant, Providence, RI

2008-Present

Provide strategic advice around organizational development, community organizing strategies, and political advocacy to leaders of grassroots organizing and policy organizations

- Create community engagement strategy, leadership training & program development
- Organize events and conferences community engagement and networking and to expand public relations outreach
- Facilitate strategic planning, board development, fundraising, program management data management, evaluation, focus groups, and survey management for organizations

ONE NEIGHBORHOD BUILDERS, Providence, RI

2019-2020

Resident Engagement Project Manager Consultant

- (a) Develop strategic plan to engage and empower residents around issues of interest
- (b) Produce resident engagement & placemaking events with local community
- (c) Created Resident Leadership Academy for local multicultural and multilingual residents
- (d) Fundraised \$50K for events and programs in 4 months

DEVELOPING AND EMPOWERING LATINOS IN AMERICA

2001-Present

Founder

- Support immigrants with form completion and on navigation immigration system in the US
- Provide immigration advocacy, resource assistance and training
- Develop community education and legal information referral

WOMEN'S PIPELINE FOR CHANGE, Boston, MA

2013-2014

Director

- Lead a collaborative charged with increasing civic leadership among women of color in MA.
- Organized strategic gatherings and relationship building among women of color leaders
- Established relationships with key political, nonprofit, and community-based opinion leaders.

CENTRAL FALLS HIGH SCHOOL, Central Falls, RI

2012-2013

School Base Coordinator – Consultant

- Managed School to Career and Technical Certification grant for the district's high school
- Provided students with career awareness, college access and financial aid counseling to students and families, as well as developed post-secondary and vocational training

Paul Cuffee School, Providence, RI

2011-2012

Grants and Partnership Director for Enrichment Program

- Handled grants, partnerships, and fiscal sustainability of the 21st Century Community Learning Center Enrichment Programs at the school.

Rhode Island College, Nonprofit Certificate Program, Providence, RI

2011- 2012

Instructor

- Teach on topics related to nonprofit management such as history of nonprofits, organizational development and administration as well as grant writing, fund development and direct solicitation.

COLLEGE PLANNING CENTER/ RISLA

2009-2011

Bilingual Education Counselor

- Provide information and counseling to students and parents on college access and admission
- Created Latino College Access Coalition and raised \$100K within 6 months for coalition

RI DEPARTMENT OF ELDERLY AFFAIRS, Cranston, RI

2001-2007

Coordinator for Center on Diversity

- Appointed Acting Director of the Senior Health Insurance Program in April 2005.
- Provided advise and recommendations on cross-cultural and linguistic strategies for reaching and serving minority elders
- Managed state and federal grants, programs and budget.
- Wrote RFP's to receive funding for department as well as RFPs to give funding to community organizations for Health Promotion & Disease Prevention federal funding.
- Created partnership to link community-based agencies with network of service providers
- Organized and presented Medicare Part D Program to seniors, especially minority elders.
- Assisted in developing educational and promotional material.
- Prepared materials, and translated documents for Spanish speaking community.
- Organized and participated in media and community events, press conferences, and presentations

US CENSUS BUREAU, BOSTON REGIONAL OFFICE "CENSUS 2000" 1999-2000

Partnership Specialist

- Built partnerships with public and private businesses, local and state government and nonprofit organizations as well as community and religious groups.
- Handled public relations and speaking events for the Census Bureau in Rhode Island.

Joslin Community Center, Providence, RI

1997-1999

Executive Director

Administered day to day operation of Community Development Agency serving the Olneyville-Manton- Joslin neighborhoods of Providence.

International Institute of RI, Providence, RI

1989-1997

Community Legal Education Coordinator

Citizenship Initiative Coordinator~ Accredited by Board of Immigration Appeals C.F.R.292.2(a)

1995-1996

- Coordinated outreach activities related to keeping community abreast of immigration issues.

Managed Citizenship Initiative Program (CIP) through an intensive state wide campaign designed to educate the community in the importance of becoming a U.S. Citizen.

Legal Immigration Caseworker

1989-1995

Assisted and counseled clients on immigration and naturalization and naturalization law.

- Represented clients before INS. Prepared applications for INS.

Additional Experience

City of Providence, Providence, RI

2012 – Present Licensing Board Member

- As a Commissioner I am responsible for approving, denying and regulating licenses issued under its authority, in section 1102 of the City Charter, City Ordinances, and various state statutes. Some of these licenses are Liquor, Food, Sunday Sales, Peddlers, Bingo, Entertainment, Secondhand Stores, etc.

WPMZ –PODER 1110 AM Spanish Radio, Providence, RI

1997-Present

Talk Show Host/Producer

- Host and Produce two weekly Spanish Radio Community Education Programs.
- One program interviews guest on topics of importance to the Latino community in Rhode Island and about the process and procedures for navigating the immigration system.

ECOARTS USA, Providence, RI

2015- Present

President ~ Founder/

- Creator and Founder of an arts, cultural and education exchange program with Cuba and Latina America, that works with emerging and growing artist of color.
- Produce arts & culture placemaking events through Expansion Arts grant
- Organize events to expand public relations outreach for the Arts & Cultural Exchange program.

BOARDS & COMMISSIONS

- RI Hispanic Chamber of Commerce, Secretary (2017/Present)

- The Steel Yard, Board Member (2019/Present)
- RI Welcome Back Center (2013-2019)
- Community Action Partnership of Providence (Formerly ProCap) (2011 – 2012)
- Founding Board Member Southside Elementary Charter School (2013-2015)
- Providence School Board Nominating Commission, Commission Chair (2009- Present)
- John Hope Settlement House, (2012)
- Center for Hispanic Policy & Advocacy ChisPA, Board Member (2011- 2013)
- Rhode Island Redistricting Commission, Commission Member (2011)
- RI Foundation Patty and Melvin Alperin First Generation Scholarship, (2011- 2019)
- Women's Policy Institute Fellow, (2007)
- Rotary Club of Providence, Team Leader for Cultural Exchange to Argentina (2000-2002)
- Multicultural Advisory Council for the Rhode Island National Guard, Rhode Island, (1998-2001)
- Leadership Rhode Island, Pi Class 1996

x. Elizabeth Winganun, Achievement First

Skills Summary: Senior external relations professional with strong management experience. Skilled in relationship building, negotiating challenging situations, working across lines of difference and listening. Excellent oral and written communication skills coupled with a broad knowledge of linguistic and cultural assets. Experience teaching English as a Second Language in Asia and the US and leading health related campaigns in the Peace Corps in Malawi, Central Africa.

Board Experience:

Back to School Celebration RI, Executive Board of Directors, Treasurer since 2002

Employment

Director, External Relations, Achievement First

July 2015-present

- Lead all aspects our externally facing work in RI, including growth / expansion, state and local advocacy
- Develop and manage student recruitment and outreach
- Build and nurture relationships with local and national organizations
- Manage relationship with the RI Department of Education
- Provide quarterly reports AFRI's Board of Directors

Associate Director, External Relations, Achievement First

July 2013-June, 2015

- Developed and managed grassroots / grassroots campaign to support AF's growth in RI
- Developed Parent Ambassador program focused on building civic knowledge / advocacy skills
- Lead robust student recruitment campaign, managed AF's lottery / enrollment process

Executive Director, Mt. Hope Learning Center

April, 2010-June 2013

- Organize and update all financial records for Inspector General audit.
- Manage 6 full-time staff members and 30 AmeriCorps members.
- Lead RIPQA evaluation process.
- Report to MHLC Board on a weekly basis.
- Manage, motivate and support a professional staff during a period of transition.

Deputy Executive Director (January 1, 2008-February, 2010)

Program Director (March, 2005 – December, 2007)

- Manage relationships with school staff and administration.
- Manage and grow relationships with community members, funders, and school partners.
- Lead professional staff with clarity and purpose.
- Report on all aspects of the 21st Century Community Learning Center grant.
- Hire, train and manage 21st Century staff and AmeriCorps teams.
- Write grants to help sustain the 21st Century Grant.
- Recruit, train and manage all volunteers for the 21st CCLC.
- Developed and facilitate Parent Advisory Board.

Recruitment Director, City Year, RI
September 2004- March 2005

- Ensured that City Year Rhode Island selects a strong high quality, diverse corps and recruits 105% of the budgeted corps size goal.
- Delivered quarterly and annual recruitment outcomes.
- Provided strategic leadership of recruitment & integration with program staff.

Program Director, City Year, RI
August 2003-September 2004

- Lead and managed corps workforce to support the successful execution of the City Year service strategy in the field
- Developed corps members as young leaders through their experience planning and leading out-of-school and physical service activities
- Delivered program and service outcomes
- Provided strategic leadership of program department
- Managed corps workforce and program management team
- Managed annual calendar and lead field-based activities

AmeriCorps Program Director, Parents Making a Difference
December 2001-July 2003

- Worked closely with Providence Schools to create targeted, meaningful parent involvement strategies / programming
- Ensured quality program evaluation, designed evaluation instruments and collected and analyzed data.
- Developed curriculum for parents to engage their K-5 children.
- Fostered communication between the Providence School Department, the Rhode Island Service Alliance, the Public Education Fund, Field Service Specialists, and 40 AmeriCorps members.
- Oversaw the daily operation of Family Centers in fourteen Providence Elementary Schools.

English Teacher , Blackstone Valley Community Action Program
March 2000-August 2000

English Teacher, Kangnam ELS Institute
Seoul, South Korea
October 1998-October 1999

- Taught reading and writing, conversation, listening and grammar to adults and teenagers.
- Edited educational materials and test questions for the Head Office of YBM Si-Sa-Yong-A-Sa (parent company of Kangnam ELS Institute).
- Trained new teachers focusing on the cultural sensitivity necessary to be a successful ESL teacher in South Korea.

Child Survival Officer, United States Peace Corps Volunteer
Malawi, Central Africa
July 1994-October 1996

- Created Census survey and analyzed data collected.
- Recruited, trained and supervised twenty-three village health workers to be family

- planning motivators.
- Managed district-wide measles and polio campaigns.
- Created curriculum and trained 22 in-coming Child Survival Officers.
- Worked with District AIDS Coordinator to implement the first red ribbon campaign.
- Created oral rehydration education corners in 49 villages.
- Worked effectively with Malawian counter-part to secure funding from USAID for health education programming conducted during all World Food Program distribution sites.
- Provided health education workshops at WFP sites in Chichewa (local language).

Education

Course work: Brown University, Management Certificate, 2001-2002

BA, University of Rhode Island, 1994

Major: English; Minor: African/African-American Studies

**Professional references available upon request*

xi. Lizzi Weinberg, NAIL

S U M M A R Y

Managing Director with extensive professional experience and executive leadership accomplishments in business and the arts. Strong diplomatic skills and a natural affinity for cultivating relationships and facilitating/building consensus among diverse individuals. Passionate and successful advocate and negotiator. Practitioner of Servant Leadership. Secret ingredient is direct and transparent communication.

E M P L O Y M E N T

NAIL COMMUNICATIONS, PROVIDENCE RI

2007 – present

NAIL is a 25-person, internationally awarded creative advertising agency. During my tenure the business has successfully managed millions of dollars of work for clients across a variety of industries including food and beverage, healthcare, sports and athletics, and consumer goods.

Managing Director (2018 – present)

Currently, my focus is on crafting and implementing policies and protocol that encourage an innovative and engaged workforce to increase efficiencies and effectiveness for the business. As part of the Leadership Team, I serve as the direct manager for all creative staff, and provide mentorship to the whole agency.

Head of Production (2011 – 2018)

In this role, I created then led the department that realizes creative ideas into consumer-facing communications, from broadcast television and radio ads, to online ads and in-person experiences. Under my guidance, Production became the business' largest source of revenue, and our work was recognized for its strategic insight and cutting-edge application.

Producer (2007 – 2011)

As NAIL's first producer, I established from scratch a workflow and personality for the department, along with a methodology for allocating resources, interacting with the client, and pricing the work.

PIXAR ANIMATION STUDIOS, EMERYVILLE, CA

2001 – 2007

Pixar is the international leader in the creation of original, animated films. Additionally, Pixar's leadership, culture, and processes have been documented and lauded as directly begetting its success.

Manager of Staff Development (2005 – 2007)

Created and facilitated training for hundreds of employees in personal and professional development, using a variety of methods from peer-based sharing and roundtable discussions, to subject-matter expert lectures and classroom experiences, to tutoring and mentoring.

Producer for Pixar University (2001 – 2005)

Managed and facilitated educational experiences across technical, cinematic, and artistic disciplines. Additional responsibilities included leading new hire orientation and on-boarding, and community outreach via hosting tours of the studio, as well as teaching storytelling and making films with the local elementary schools.

O T H E R P R O F E S S I O N A L H I S T O R Y

Producer/Assistant Director/Script Supervisor 1997 – 2007
Various production partners in San Francisco and Los Angeles, California

Wore a variety of hats making films across genres, including documentary, television, short, and feature-length films.

Actor 1978 – present
Performed in hundreds of commercials for television and radio, feature films, and industrial and educational videos; includes voiceover and jingle-singing work.

Member of SAG-AFTRA since 1981.

E D U C A T I O N

University of Wisconsin-Madison
B.A. Communication Arts, 1997
Focus in Film/Radio/Television

A F F I L I A T I O N S

The Vets – Veterans Memorial Auditorium Foundation 2010 – 2020
Chairperson, Opportunities Committee

Leadership Rhode Island – Mu II class 2016
Relator, Strategic, Adaptability, Maximizer, Arranger

Providence Preparatory Charter School 2020 – present

D E T A I L S

Studied abroad in Seville, Spain. Extensive backcountry backpacking throughout Europe and Northern California. Lover of live music experiences, from tiny lounges to huge festivals (jazz music is my favorite). Happiest in nature. Hippie at heart. Married to a swell, community-involved guy. Parent of two PPSD elementary school kids.

D. Enrollment Information

i. Lottery technical brief

Implementing the Providence Prep Enrollment Lottery

To Set Up the Workbook

1. Open the Google Sheet titled SY1x1x applicant information
2. Download this Google sheet as an Excel file
3. Title the download "Lottery Results_SY1X1X". Save to the desktop.
4. Title the first worksheet "Applicants". Sort by date applied. Leave alone – you will not touch this worksheet again.
5. Duplicate the sheet to a second worksheet. Title this second worksheet "Lottery".

To Remove Eligible Applicants and Set Lottery Weight

6. Create a third blank worksheet titled "Offered and Waitlist".
7. Consider how many free seats are anticipated (i.e. how many vacancies Providence Prep is seeking to fill through the lottery. In the "font" menu, select the option (the little box) for drawing a single line outlining the bottom of a cell. Draw a demarcation line at the row indicating where the list will change from those applicants offered seats to those applicants who will remain on the waiting list (e.g. across the bottom of row 25 if Providence Prep anticipates having 25 vacancies to fill).
8. From the Lottery worksheet, cut out data for applicants with siblings currently enrolled, effectively removing them from the lottery. Paste those applicants and all connected data beginning in Row 1 of the "Offered and Waitlist" worksheet.
9. Create two additional rows under all applicants marked as "Enrolling from a CSI identified school". Copy and paste those applicants and all connected data twice more beneath their names, effectively creating three entries for those students.

To Run the Lottery

10. On the "Lottery" worksheet, add a new blank Column A before the applicant data.
11. In the first cell to the left of the first applicant name, type the command `=randbetween(0,200)`. This command generates a random integer between 0 and 200.
12. Float the mouse over the bottom left corner of the cell until the black plus sign can be seen. Then click and drag down the column, effectively copying the random generator command from the top to the bottom of the applicant list.
13. Immediately after generating the random numbers, copy the column, then paste special VALUES. This freezes the randomly generated integers in place. (If you do not copy and paste these values, the numbers will continue to randomly change as you move cells around.)
14. Filter the whole sheet and sort by Column A from lowest to highest number. This generates your randomly drawn lottery list.

Post-Lottery Cleanup

15. For all "Enrolling from a CSI identified school" applicant: keep the first entry on the list, and delete the rows housing the remaining two duplicate entries.
16. Look carefully to see if any applicants were selected in the lottery that also had siblings applying concurrently. If so, go to the applicant selected in the lottery. Then create a row immediately underneath. Then cut and paste the concurrent sibling who is lower down the

list, bringing the concurrently applying sibling immediately below the sibling that was drawn in the lottery.

17. Immediately copy and paste special the whole list.

Final Steps:

18. Copy all of the information in the “Lottery” worksheet. Go to the “OFFERED SEATS” tab. Paste all of the data. (This should now include the siblings of current students not drawn in the lottery, and also show the demarcation line of who is offered a seat and who is not).
19. Save the workbook. PDF the whole workbook. Title it “Providence Prep ENROLLMENT LOTTERY_FINAL_SY1x1x” and save it.

ii. Enrollment notification

For applicants offered a seat, the phone/text/email message will be as follows:

“Dear _____, We are pleased to inform you that there is a seat available for you at the Providence Prep! Providence Prep held its enrollment lottery on March 1, and we are currently holding a space for you to enroll in the fall. We look forward to meeting you, and hope you complete your enrollment with us. Please immediately call Providence Prep at the following number: (401) 408-3590. You will be asked to verify your intent to enroll in our school, and schedule a pre-enrollment meeting. If you do not contact us by (X date), you will lose your reserved spot and your name will move to the end of our waiting list.”

For applicants not offered a seat, the phone/text/email message will be as follows:

“Dear _____, Providence Prep held its enrollment lottery on March 1, 2021. We regret that there are no spots currently available for enrollment. We will hold your name on our waiting list, and applicants will be offered enrollment as spaces become available. We continue to enroll throughout the year. We will contact you immediately should a space become available. Thank you for your interest in Providence Prep.”

iii. Enrollment Packet

Welcome!

Welcome to Providence Prep. We are glad you are here.

Today's Date: _____

*Providence Prep Enrollment Meeting
2021-2022 School Year*

Enrollment Packet Checklist:

You do not need to fill this checklist out. A member of the Providence Prep enrollment team will use this checklist to track your paperwork.

Family Information Form & Contact Information	
Photo Permission	
Release of Information Permission	
Field Trip Permission	
Counseling Permission	
Permission to Dismiss from School	
Transportation Permission	
Home Language Survey	
Health history & Over-the-Counter Medication Permission	
Success Profile	

Birth Certificate	
Proof of Residency #1	
Proof of Residency #2	
Proof of Immunization	
Lunch Form	
Transcript	

IEP or 504 if applicable	
--------------------------	--

Family Information:

Here we will collect some basic information about you. For the student applying to Providence Prep:

Name (first, middle last)	
Nickname	
Date of Birth (month, day, year)	
Home Address	
Home phone	
Cell phone	
What gender do you identify with?	
What ethnicity or racial background do you identify with?	
Did you have an Individualized Education Plan or Section 504 Plan at your previous school?	
What language do you speak at home?	
Did you qualify for free or reduced priced lunch last school year?	
What was the last grade level you completed?	
Please list all of the schools you have attended and the years you attended them.	

For the guardian and/or emergency contact of the student applying to Providence Prep:

Name (first, middle last)	
Relationship to child	
Date of Birth (month, day, year)	
Home Address	
Home phone	
Cell phone	
Email	
Place of work	
Preferred Language	

For the second guardian / second emergency contact of the student applying to Providence Prep, if applicable:

Name (first, middle last)	
Relationship to child	
Date of Birth (month, day, year)	
Home Address	
Home phone	
Cell phone	
Email	

Place of work	
Preferred Language	

Sometimes persisting in school can be difficult. When things get tough, it can help if you receive a phone call from a mentor that you trust. Maybe it's a best friend, an older sibling or an uncle, a pastor at a church or a former sports coach. Maybe it's more than one person. Below, please let us know who motivates you when you need an extra push.

Name	Relationship to student	Contact information

Consents & Permissions:

Here we will ask your consent and/or permission for various school functions. Please let us know any questions as you review.

1. Use of photography

I give permission for photographs or video-recordings of the student applicant to be used by the Providence Prep on the school's website, social media platforms, brochures or educational publications.

Guardian's signature	
----------------------	--

2. Field Trips

I give permission for the student applicant to attend any school field trips offered by Providence Prep This may include transportation on busses or other pupil transportation vehicles to and from events.

Guardian's signature	
----------------------	--

I agree to follow the rules of the Providence Prep while on any trip. I will represent the school to the best of my ability. I will accept responsibility for my behavior and the consequences of my actions on field trips.

Student's signature, regardless of age	
--	--

3. *Counseling*

Providence Prep employs a full-time licensed school social worker and offers both individual and group counseling. We also use various screeners to identify potential social and emotional needs like managing stress and anxiety. By signing below, you give permission for the student applicant to participate in support services provided by Providence Prep.

Guardian's signature	
----------------------	--

4. *Permission to Dismiss from School*

I give permission for the following individuals to dismiss and / or pick up my student early from school:

Name / Relationship	
Name / Relationship	
Name / Relationship	

5. *Transportation Support*

Providence Prep offers yellow bus service to students who live one and a half miles from our school campus. If you wish to be considered for yellow bus service, please sign here.

Guardian's signature	
----------------------	--

Home Language Survey:

The information requested on this form is necessary for the most appropriate placement for your child as required by Rhode Island Law and the Equal Educational Opportunity Act and will not be used for any other purpose. Thank you for your cooperation.

What language does the guardian use most often when speaking to the child?	
What language did the student applicant first learn to speak?	
What language does the student applicant use most often when speaking the guardian?	
What language does the student applicant use most often when speaking to other adults in the home or to the primary caretaker?	
What language does the student applicant use most often when speaking to siblings or other children in the home?	
What language does the student applicant use most often when speaking to friends or neighbors outside the home?	

Guardian's signature	
----------------------	--

Student Health History (Confidential):

Student's Doctor / Health Care Provider	
Student's Dental Provider	

Health Condition	Yes	No	Explanation
Medication allergies			
Food allergies			Foods: Peanuts: Dairy: Egg: Other:
Allergy to bee stings			Mild / Moderate / Life threatening Require an EpiPen? YES / NO
Asthma			Mild / Moderate / Life threatening
Diabetes			Type I / Type 2 Medication taken at home:
Neurological Disorder			
Heart Condition			
Blood Disorder			
Cancer			
Migraine Headaches			
ADD/ADHD			
Mental Health / Behavioral Issues			
Glasses / Contact Lenses			
Hearing Loss			
Other			
Surgeries			
Medication taken at home			

Over-the-Counter Medication Permission (Confidential):

Providence Prep employs a full-time school nurse teacher. In order for the School Nurse Teacher to treat common minor health problems such as small cuts, scrapes, headaches and cramps, we need your permission to give over-the-counter medication.

	Guardian's signature
Ibuprofen	
Acetaminophen	
Benadryl	
Sunscreen	
Antibacterial cream	

If the student applicant has a life-threatening condition, state law requires that medication and/or treatment orders from your licensed healthcare provider, and an emergency plan prepared by the school nurse, must be in place before your child can attend school.

Success Profile:

Here it is, your final form! This form is intended to give your teachers all the information they need to make sure you succeed each day. Please provide as much information as you are willing to share.

How did you hear about Providence Prep?	
Why have you decided to switch schools? What do you hope you will find at Providence Prep that you might not have found at your previous school(s)?	

What is one thing you heard about Providence Prep before you came to tonight's enrollment meeting?	
What should we know about what makes you feel happy and success at school?	
What should we know about what makes you feel less than happy or less than successful at school?	
What do you aspire to do after you leave Providence Prep?	
What else should we know about you?	

Providence Prep: Release of information

To whom it may concern:

The following student has recently registered for enrolment with Providence Prep

Name: _____

Date of Birth: _____

We respectfully request the following documents:

1. Transcript
2. Individualized Education Plan (IEP) and/or Section 504 Plan, if applicable
3. WIDA ACCESS Test data, if applicable
4. Attendance records
5. Immunization and health records

Thank you for your help. If you have any questions, please call (401) 751-0405

I give permission for Providence Prep to obtain and release educational, medical, psychiatric, psychological and confidential information pertaining to the student applicant. This information may include data, test results, diagnoses, treatment plans, medications and other information pertaining to the student named above.

My Next Steps:

(Take this form home with you!)

List here any documents that you did not bring this evening but need to bring back to school:

- _____
- _____
- _____

In addition, Providence Prep will request the following documents from your current school:

6. Transcript
7. Individualized Education Plan (IEP) and/or Section 504 Plan, if applicable
8. WIDA ACCESS Test data, if applicable
9. Attendance records
10. Immunization and health records

If you have these documents in your possession, you can bring them to Providence Prep directly. This may save us time and help you get started more quickly.

I will return to Providence Prep for orientation on:

My first day of school will be:

You can find all the information you need about Providence Prep – including our daily schedule, our yearlong calendar, and a copy of our student / family handbook – on our website at www.pvdprep.org

Exit Ticket!

We hope you are leaving this evening excited about attending Providence Prep. Thank you for providing anonymous feedback on how tonight's enrolment meeting went for you.

- *I am excited about what I heard tonight. This sounds like a school I want to attend / want my child to attend.*

Strongly Agree

Agree Disagree

Strongly Disagree

- *I understand what this school is all about. I have a clear picture of what it looks like to be a student*

here.

Strongly Agree

Agree Disagree

Strongly Disagree

- *I get a good feeling that I will be successful here, even if I have not been successful in previous school settings.*

Strongly Agree

Agree Disagree

Strongly Disagree

4. *Other questions or feedback I have for this school:*

E. Five Year Budget Model

Our team has included two five-year budget models with our charter application. You will note that the figures are functionally equivalent with each model. One model uses the “charter school operating budget projections” included with the Request for Proposals. The second model provides slightly more detail, with individual line items associated with their respective UCOA codes. The second model is our preferred model and aligns with the narrative in our application text. We have reformatted this model to match the RFP template in order to comply with the submission instructions, but we include both for your reference. We look forward to answering any questions your team may have.

	School Year	2020- 2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
UCOA Code		<u>1/1/21 - 6/30/21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>
Revenues						3% increase	3% increase
State Education Aid		\$-	\$1,354,500	\$2,031,750	\$2,709,000	\$2,790,270	\$2,873,978
Local Education Aid		\$-	\$510,300	\$765,450	\$1,020,600	\$1,051,218	\$1,082,755
Grants - unrestricted		\$-	\$30,000	\$40,000	\$50,000	\$60,000	\$70,000
Medicaid		\$-	\$18,900	\$28,350	\$37,800	\$38,934	\$40,102
Reimbursement		\$-	\$157,500	\$236,250	\$315,000	\$324,450	\$334,184
Federal Grants - CRP		\$-	\$6,300	\$9,450	\$12,600	\$12,978	\$13,367
State Grant - ELL		\$-	\$97,020	\$145,530	\$194,040	\$199,861	\$205,857
Categorical		\$-	\$400,000	\$-	\$-	\$-	\$-
Food Service		\$-	\$2,772	\$4,158	\$5,544	\$5,710	\$5,882
Reimbursement		\$-	\$2,772	\$4,158	\$5,544	\$5,710	\$5,882
CSP Grant		\$400,000	\$400,000	\$-	\$-	\$-	\$-
ERSRI Refund		\$-	\$2,772	\$4,158	\$5,544	\$5,710	\$5,882
Total Revenues		<u>\$400,000</u>	<u>\$2,577,292</u>	<u>\$3,260,938</u>	<u>\$4,344,584</u>	<u>\$4,483,422</u>	<u>\$4,626,124</u>

Expenditures						3% increase	3% increase
Personnel							
Regular Salaries	51110	\$62,500	\$1,099,250	\$1,617,090	\$2,084,511	\$2,147,047	\$2,211,458
Substitutes	51115	\$-	\$2,000	\$3,000	\$4,000	\$4,120	\$4,244
Tutoring	51309	\$-	\$2,000	\$3,000	\$4,000	\$4,120	\$4,244
Other	51327	\$-	\$5,000	\$5,000	\$5,000	\$5,150	\$5,305
Total Personnel		<u>\$62,500</u>	<u>\$1,108,250</u>	<u>\$1,628,090</u>	<u>\$2,097,511</u>	<u>\$2,160,437</u>	<u>\$2,225,250</u>

Personnel Services -								
Employee Benefits								
Health and	52101	\$-	\$142,903	\$210,222	\$270,986	\$279,116	\$287,490	
Medical Premiums								
Life	52102	\$-	\$2,748	\$4,043	\$5,211	\$5,368	\$5,529	
Dental	52103	\$-	\$10,993	\$16,171	\$20,845	\$21,470	\$22,115	
Teacher Pension	52203	\$-	\$109,854	\$162,837	\$217,411	\$223,933	\$230,651	
- ERSRI								
Teacher Pension	52213	\$-	\$23,340	\$34,597	\$46,192	\$47,578	\$49,005	
- TIAA								
FICA	52301	\$-	\$19,918	\$28,759	\$33,776	\$34,789	\$35,833	
Medicare	52302	\$-	\$15,939	\$23,448	\$30,225	\$31,132	\$32,066	
401K	52402	\$-	\$19,275	\$27,831	\$32,686	\$33,667	\$34,677	
Contributions								
Unemployment	52501	\$-	\$13,641	\$20,060	\$25,677	\$26,447	\$27,241	
Insurance								
Workers	52710	\$-	\$-	\$-	\$-	\$-	\$-	
Compensation Premium								
Total Employee		\$-	\$358,609	\$527,968	\$683,010	\$703,501	\$724,606	
Benefits								
Purchased								
Professional and								
Technical Services								
Speech								
Therapists	53202	\$-	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Psychologists	53205	\$-	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Student								
Assistance	53218	\$-	\$500	\$515	\$530	\$546	\$563	
Other								
Professional Services	53220	\$-	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251	
Web-based								
Supplemental	53222		\$29,610	\$30,498	\$31,413	\$32,356	\$33,326	
Instructional Programs								
Third Party								
Instructional Teachers	53223	\$50,000	\$60,000	\$240,000	\$300,000	\$309,000	\$318,270	
Professional								
Development and	53301	\$17,500	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Training Services								
Curriculum								
Development	53302	\$-	\$-	\$-	\$-	\$-	\$-	
Conferences /								
Workshops	53303	\$-	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Auditing/Actuarial	53401	\$-	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	
Services								
Legal Services	53402	\$-	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	

Other Services	53406	\$-	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
Medicaid							
Claims Provider	53414	\$-	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
Other							
Technical Services	53502	\$-	\$15,800	\$16,274	\$16,762	\$17,265	\$17,783
Testing	53503	\$-	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
Shipping and							
Postage	53705	\$-	\$1,555	\$1,602	\$1,650	\$1,699	\$1,750
Catering	53706	\$-	\$3,000	\$3,090	\$3,183	\$3,278	\$3,377
Total Purchased							
Professional and							
Technical Services			<u>\$67,500</u>	<u>\$208,965</u>	<u>\$393,434</u>	<u>\$458,037</u>	<u>\$471,778</u>
Purchased Property							
Services							
Rubbish	54201	\$-	\$-	\$-	\$-		
Disposal Services							
Snow removal	54202	\$-	\$-	\$-	\$-		
Custodial	54203	\$-	\$-	\$-	\$-		
Services							
Rodent & Pest	54205	\$-	\$-	\$-	\$-		
Control							
Cleaning	54206	\$-	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Services							
Maintenance and							
Repairs - Fixtures and	54311	\$-	\$500	\$515	\$530	\$546	\$563
Equipment							
Maintenance and	54312	\$-	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Repairs - General							
Maintenance and	54320	\$-	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Repairs - Technology-							
Related Hardware							
Maintenance/Repairs -	54321	\$-	\$-	\$-	\$-	\$-	\$-
Electrical							
Maintenance/Repairs -	54322	\$-	\$-	\$-	\$-	\$-	\$-
HVAC							
Maintenance and	54324	\$-	\$-	\$-	\$-	\$-	\$-
Repairs - Plumbing							
Water	54402	\$-	\$-	\$-	\$-	\$-	\$-
Telephone	54403	\$-	\$7,500	\$7,725	\$7,957	\$8,195	\$8,441
	54405	\$-	\$-	\$-	\$-	\$-	\$-
Sewage/Cesspool							
Wireless	54406	\$-	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Communications							
Renting Land	54601	\$-	\$330,000	\$339,900	\$350,097	\$360,600	\$371,418
and Buildings							

Alarm and Fire Safety Services	54902	\$-	\$-	\$-	\$-	\$-	\$-
Total Purchased Property Services		<u>\$-</u>	<u>\$395,500</u>	<u>\$407,365</u>	<u>\$419,586</u>	<u>\$432,174</u>	<u>\$445,139</u>
Other Purchased Services							
Transportation Contractors	55111	\$-	\$132,000	\$135,960	\$198,000	\$203,940	\$210,058
Property and Liability Insurance	55201	\$-	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Advertising Costs	55401	\$-	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Tuition to Private Providers	55630	\$-	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Food Service Contractors	55701	\$-	\$138,600	\$207,900	\$277,200	\$285,516	\$294,081
Employee Travel - Non-Teachers	55803	\$-	\$500	\$515	\$530	\$546	\$563
Employee Travel - Teachers	55809	\$-	<u>\$-</u>	\$-	\$-	\$-	\$-
Total Other Purchased Services		<u>\$-</u>	<u>\$321,100</u>	<u>\$395,875</u>	<u>\$528,775</u>	<u>\$544,639</u>	<u>\$560,978</u>
Supplies							
General Supplies and Materials	56101	\$50,000	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Uniform/Wearing Apparel	56112	\$-	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
Medical Supplies	56115	\$-	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
Honors/Awards	56117	\$-	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126
Natural Gas	56201	\$-	\$-	\$-	\$-	\$-	\$-
Electricity	56215	\$-	\$-	\$-	\$-	\$-	\$-
Textbooks	56401	\$-	\$300	\$309	\$318	\$328	\$338
Subscriptions and Periodicals	56404	\$-	\$-	\$-	\$-	\$-	\$-
Electronic Textbooks	56409	\$-	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Textbooks - Dual and Concurrent Enrollment	56410	\$-	\$-	\$-	\$-	\$-	\$-
Technology-Related Supplies	56501	\$-	<u>\$-</u>	\$-	\$-	\$-	\$-
Total Supplies		<u>\$50,000</u>	<u>\$29,800</u>	<u>\$30,694</u>	<u>\$31,615</u>	<u>\$32,563</u>	<u>\$33,540</u>
Property Building Improvements	57202	\$100,000	\$-	\$-	\$-		

Furniture and Fixtures	57306	\$90,000	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
Technology Software	57311	\$30,000	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Total Property		<u>\$220,000</u>	<u>\$7,500</u>	<u>\$7,725</u>	<u>\$7,957</u>	<u>\$8,195</u>	<u>\$8,441</u>
Miscellaneous Professional Organization Fees	58101	\$-	\$5,000	\$5,150	\$12,000	\$12,360	\$12,731
Other Dues and Fees	58102	\$-	\$-	\$-	\$-	\$-	\$-
Bank Fees	58103	\$-	\$400	\$412	\$424	\$437	\$450
Other Misc Expenses	58901	\$-	\$-	\$-	\$-	\$-	\$-
Total Miscellaneous		<u>\$-</u>	<u>\$5,400</u>	<u>\$5,562</u>	<u>\$12,424</u>	<u>\$12,797</u>	<u>\$13,181</u>
Total Expenditures		<u>\$400,000</u>	<u>\$2,435,124</u>	<u>\$3,396,712</u>	<u>\$4,238,916</u>	<u>\$4,366,083</u>	<u>\$4,497,066</u>
Net Revenue Over Expenditures		<u>\$-</u>	<u>\$142,168</u>	<u>\$ (135,774)</u>	<u>\$105,668</u>	<u>\$117,338</u>	<u>\$129,058</u>

Cash on hand at end of year	142,167.85	6,393.38	112,061.39	229,399.44	358,457.62
Daily expenses	6,671.57	9,306.06	11,613.47	11,961.87	12,320.73
Days of cash on hand using end of year cash	21.31	0.69	9.65	19.18	29.09

STATE OF RHODE ISLAND						
CHARTER SCHOOL OPERATING BUDGET PROJECTIONS						
Charter School:	Providence Preparatory Charter School					
		Implementation and Operations				
		FY2022	FY2023	FY2024	FY2025	FY2026
MAJOR ASSUMPTIONS						
Average local aid per pupil		\$4,276	\$4,276	\$4,276	\$4,276	\$4,276
Average state aid per pupil		\$12,136	\$12,136	\$12,136	\$12,136	\$12,136
Student Enrollment		126	189	252	252	252
Gross Square Footage (GSF) of facility		21,280	21,280	21,280	21,280	21,280

Staffing						
E1.	School Principals/Asst Principals	2	3	4	4	4
E2.	School Support Staff	1.8	3	3	3	3
E3.	Executive Director/Superintendent	1	1	1	1	1
E4.	Deputies/Administrators	0	0	0	0	0
E5.	Program/Operations Support Staff	0	0	0	0	0
E6.	Teachers	13	19	25	25	25
E7.	Paraprofessionals	0	0	0	0	0
E8.	Pupil Support	0	0	0	0	0
E9.	Teacher Support	0	0	0	0	0
E10.	Program Management	0	0	0	0	0
E11.	Special Services	0	0	0	0	0
E12.	Facilities Maintenance	0	0	0	0	0
Staff FTE		17.8	26	33	33	33
OPERATING REVENUES						
Local Revenue		\$538,776	\$808,164	\$1,077,552	\$1,077,552	\$1,077,552
State Revenue		\$1,529,177	\$2,293,765	\$3,058,353	\$3,058,353	\$3,058,353
Grants - Charter Schools Program		\$400,000	\$-	\$-	\$-	\$-
Grants - Private		\$30,000	\$40,000	\$50,000	\$60,000	\$70,000
Federal formula funds (inc. Title I, III and IDEA)		\$157,500	\$236,250	\$315,000	\$324,450	\$334,183
Capital Projects Funds		\$-	\$-	\$-	\$-	\$-
Other:		\$-	\$-	\$-	\$-	\$-
TOTAL OPERATING REVENUES		\$2,655,453	\$3,378,179	\$4,500,905	\$4,520,355	\$4,540,088
OPERATING EXPENDITURES						

School Management						
Salaries: Principals and Assistant Principals		\$135,000	\$204,050	\$277,180	\$285,495	\$294,060
Salaries: Support Staff		\$61,250	\$131,050	\$134,981	\$139,030	\$143,201
School Office		\$-	\$-	\$-	\$-	\$-
Other:		\$-	\$-	\$-	\$-	\$-
		\$196,250	\$335,100	\$412,161	\$424,526	\$437,262
Program/Operations Management						
Salaries: Executive Director or Superintendent		\$125,000	\$128,750	\$132,612	\$136,590	\$140,688
Salaries: Deputies and Administrators		\$-	\$-	\$-	\$-	\$-
Salaries: Support Staff		\$-	\$-	\$-	\$-	\$-
Legal		\$20,000	\$20,400	\$20,808	\$21,224	\$21,649
School Board		\$-	\$-	\$-	\$-	\$-
Business Operations		\$57,000	\$58,710	\$60,471	\$62,285	\$64,154
Information Management and Technology		\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
Other:		\$-	\$-	\$-	\$-	\$-
		\$227,000	\$233,610	\$240,414	\$247,418	\$254,628
Instruction						
Salaries: Teachers		\$778,000	\$1,153,240	\$1,539,737	\$1,585,929	\$1,633,507
Salaries: Paraprofessionals		\$-	\$-	\$-	\$-	\$-
Stipends and Bonuses		\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
Pupil-Use Technology, Hardware, and Software		\$29,610	\$30,498	\$31,413	\$32,355	\$33,326
Instructional Materials Supplies		\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Other:		\$-	\$-	\$-	\$-	\$-
		\$852,61	\$1,228,	\$1,616,4	\$1,663,74	\$1,712,

		0	888	55	8	461
Instructional Support						
Salaries: Pupil Support		\$-	\$-	\$-	\$-	\$-
Salaries: Teacher Support		\$-	\$-	\$-	\$-	\$-
Salaries: Program Management		\$-	\$-	\$-	\$-	\$-
Salaries: Special Services		\$-	\$-	\$-	\$-	\$-
Guidance and Counseling		\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
Library and Media		\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
Extracurricular		\$180,000	\$240,000	\$300,000	\$309,000	\$318,270
Student Services, Outreach, Recruitment		\$-	\$-	\$-	\$-	\$-
Student Health Services		\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Academic Interventions		\$90,000	\$135,000	\$180,000	\$185,400	\$190,962
Curriculum Development		\$-	\$-	\$-	\$-	\$-
In Service, Staff Development, and Support		\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Assessment		\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
Other:		\$-	\$-	\$-	\$-	\$-
		\$327,000	\$433,710	\$540,471	\$556,685	\$573,386
Operations						
Salaries: Facilities Maintenance		\$-	\$-	\$-	\$-	\$-
Transportation		\$132,000	\$67,980	\$132,000	\$135,960	\$140,038
Food Services		\$10,000	\$15,000	\$20,000	\$20,600	\$21,218
Safety		\$-	\$-	\$-	\$-	\$-
Building Upkeep and Maintenance		\$-	\$-	\$-	\$-	\$-
Maintenance Contracts		\$-	\$-	\$-	\$-	\$-

Utilities		\$-	\$-	\$-	\$-	\$-
Lease		\$225,000	\$231,750	\$238,702	\$245,863	\$253,239
Debt Service		\$-	\$-	\$-	\$-	\$-
Capital Projects		\$-	\$-	\$-	\$-	\$-
Other:		\$-	\$-	\$-	\$-	\$-
		\$367,000	\$314,730	\$390,702	\$402,423	\$414,495
Other Obligations						
Fringe Benefits		\$156,643	\$230,435	\$297,042	\$305,954	\$315,132
Insurance (non-employee)		\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Retiree Benefits		\$129,128	\$190,668	\$250,098	\$257,600	\$265,328
Purchased Management Services		\$-	\$-	\$-	\$-	\$-
Other:		\$-	\$-	\$-	\$-	\$-
		\$305,771	\$441,703	\$568,358	\$585,409	\$602,970
Community Services						
Community Service Operations		\$-	\$-	\$-	\$-	\$-
Other:		\$-	\$-	\$-	\$-	\$-
		\$-	\$-	\$-	\$-	\$-
Budgeted Contingencies		\$220,963	\$298,774	\$376,856	\$388,021	\$399,520
TOTAL OPERATING EXPENDITURES		\$2,496,594	\$3,286,515	\$4,145,417	\$4,268,229	\$4,394,722
SURPLUS/(DEFICIT)		\$158,858	\$(91,664)	\$355,488	\$252,126	\$145,366

F. Draft 2021-2022 Financial Controls

Providence Prep Financial Controls Draft for 2021-2022 School Year

Purpose. Providence Prep (the “School”) is a nonprofit organization committed to protecting and using our assets for our nonprofit mission. Proper financial practices are very important in doing this, since proper practices help to prevent and detect errors and fraud. Good financial practices also assure our donors that we use their gifts for the purposes for which they were intended.

ii. GENERAL PRACTICES

Review of Risks. These policies were drafted after consideration of the risks associated with the various aspects of the School’s financial operations to enact policies and procedures designed to minimize those risks. The Providence Prep Board of Directors (the “Board”) will review these policies each year to consider whether the risks have changed. Such changes may include receipt of grant monies for the first time or receipt of grants with restrictions, a change in the laws regulating our nonprofit, hiring of employees or a major change in our programs. If so, the Board needs to identify any new risks and adopt appropriate procedures to minimize those risks. The Board shall consult with a professional if necessary to ensure that it is properly addressing the risks.

Segregation of Roles. There are several fiscal “roles” in our organization—custody, authorization, execution, and monitoring. For example, the person who has authority to sign checks is acting in the custodial role. The person who approves payment of a bill is authorizing. The Board as a whole acts in an authorizing role when it approves the annual budget or makes a decision to purchase a major item like a copier. The person who prepares the checks for signature by an authorized check signer is acting in the execution role, executing an action that has been authorized by the Board through the annual budget or by the individual responsible for approving payment of the bill. The person who reconciles the bank statement acts in the monitoring role. The Board also acts in a monitoring role when it reviews the monthly financial reports to be sure that its plan—the budget—is being executed properly.

As much as possible, the Board seeks to separate the responsibilities for fiscal roles so that at least two and preferably more individuals fulfill these roles. It is particularly important that the same person does not authorize, execute and monitor any transaction. At each step of handling funds, the organization shall ensure that more than one person verifies that the step is done correctly.

iii. RECEIPT OF FUNDS

Risks. Our organization faces the risk that funds that we receive may be stolen or lost or that someone may be falsely accused of stealing funds. We also face the risk that we may fail to record a restriction that a donor has placed on our use of funds.

Policy. All funds, whether cash or check, which the organization receives will be deposited intact into the bank account, with no monies removed to make payments or for other purposes. All cash receipts should be deposited into the bank as soon as possible and at a minimum within

one week of receipt. This allows for a complete accounting and independent verification of what happens to our funds. Communications from donors that establish restrictions on the use of their contributions will be saved. If we believe that a donor has restricted the use of funds in a conversation, we will follow up and get written confirmation of the donor's intent.

Procedures. The Head of School or designee opens all incoming mail. Therefore, they receive and review all checks that come in. Then all checks are forwarded to the Director of Finance & Operations in the Business Office (the "Office") who promptly endorses all the checks with an endorsement stamp.

If cash comes into the Office, the person accepting the cash must provide a written receipt when taking the cash. The receipt should state the person's name, amount of cash received, and purpose of the payment (dance ticket, raffle, etc.). The person responsible for the cash must keep it in a locked drawer in a secured location until given to the Director of Finance and Operations for deposit.

Before forwarding the cash to the Director of Finance & Operations the person must prepare a detailed spreadsheet indicating the amount collected from each person, the reason for the collection, and the total funds collected. For any amount of cash handled or received, , a second person must be involved in the collection/reconciliation of funds and must also sign the spreadsheet. *Please note:* the person handling the cash receipts is appointed by the Director of Finance & Operations, whose decision is based on the activity generating the cash (dance, raffle, etc.) and who has collected cash in the past. The Director of Finance & Operations likes to rotate person collecting the cash, so it is not the same person all the time.

Deposit Slips: The Director of Finance & Operations will deposit funds as follows:

1. Photocopy deposit slip.
2. Photocopy the checks and staple the photocopies to the copy of the deposit slip that is kept.
3. If cash will be included in the deposit, the Director of Finance & Operations will attach a list that indicates the sources of the cash and a copy of the cash spreadsheet.
4. File this documentation chronologically in a locked cabinet to prevent theft. Bank deposits are made by the Head of School or designee. If cash is present, a second person shall verify deposited funds prior to sealing the envelope and making the deposit in person. The person verifying the cash shall initial the cash on the copy of the deposit slip retained by the organization.

Receipt of Checks and Cash outside the Office: If checks and/or cash come in outside the office (such as at a fundraising event), special precautions must be taken to protect these receipts from theft and to ensure that no one is falsely accused of stealing funds.

- a. Two people need to prepare the deposit slip for the funds in duplicate.
- b. Both must count the cash and initial the cash count on the copy of the duplicate deposit slip kept by the organization.
- c. If the individuals accepting the contributions at the event know the names of the individuals making gifts in cash, they will provide a receipt using the pre-numbered receipt book. If the funds are received through a "pass the hat" style collection in which it is not possible to know who gave what amount, the individuals accepting the

contributions will note that no receipts were provided to donors on the duplicate deposit slip.

- d. It is not necessary to write out a receipt for contributions made by check unless the donor requests a receipt. However, the individuals accepting the contributions should make a list of all checks received at the event, including the name of the donor and the amount of the contribution. They will compare this list to the deposit to be sure all checks have been included in the deposit.
- e. If no cash is received at the event, the individuals accepting the contributions by check will give the Director of Finance & Operations the list and the checks within 24 hours of the event.
- f. If there is cash in the deposit, one of the two individuals accepting contributions must deposit the funds within 24 hours. If checks will be deposited with the cash, the individuals accepting the checks should be sure that the list of checks they prepare includes the donor's address as well as name.
- g. The duplicate receipt book and the list of checks received shall be given to the finance manager who will provide a copy to the Head of School to send acknowledgement letters.

Please note: The Director of Finance & Operations or his/her designee shall train all volunteers in these procedures.

Acknowledging Donations: While IRS rules require that we acknowledge all donations that are more than \$75, our policy is to provide written acknowledgement for every gift we receive. The Head of School shall respond to each donation with a letter thanking the donor for their generosity:

- a. If the gift was cash (which includes a check), the letter should include the amount of the gift and state that the gift was cash.
- b. If the gift was donated property of some kind, the letter does not need to and should not value the property. If the donor received something of value in return, the letter must contain a description of the donation and a good faith estimate of the value of what was given back to the donor.
- c. The letter should include the statement: "Thank you for your contribution of \$____received on 20____. [PICK ONE: "No goods or services were provided in exchange for your contribution" or "In exchange for your contribution, we gave you whose fair market value was \$____."] Additionally, records of letters sent will be kept in a binder and will help keep an up-to date record of how to contact all donors.

iv. DISBURSEMENT OF FUNDS/USE OF SCHOOL PROPERTY

PAYMENTS BY CHECK

Risks. We face the risks that that our funds will be spent on unauthorized items, that someone will steal our funds by taking blank checks or by writing checks to payees who are not our vendors, that someone will use School property for personal purposes or that payments we make will be improperly recorded.

Policy. Make all disbursements from the organization's funds by check, with the exception of petty cash. This allows us to track how our funds are spent, who is spending them and who is authorizing expenditures.

Procedures.

Opening Bank Accounts. Bank accounts may be opened only upon authorization by the Board of Directors.

- a. All bank accounts must be opened with the organization's employer identification number (EIN).
- b. The Board shall approve the authorized signers on the organization's bank accounts.

Custody of Checks. The checks should be stored in a locked location by the Director of Finance & Operations.

Check Authorization. All invoices will be reviewed with the Head of School weekly for review and authorization to pay. The Head of School will initial each invoice for approval. By approving an invoice, the Head of School indicates that he/she has reviewed the invoice and authorizes a check.

Expenses Not Invoiced. In some cases, expenses may not be invoiced, such as rent. When such expenses are due, the Head of School needs to ensure that the expense is in the budget and will initial authorizing payment of the expense and the amount of the expense.

Payment by Checks. Upon approval of the invoice and note by the Head of School, the Director of Finance & Operations is authorized to prepare all checks and should do so.

- If a check is voided, the check will have "VOID" written in large letters in ink on the face and have the signature portion of the check torn out. Voided checks will be kept on file.
- In the event that it is necessary to issue a duplicate check, the Director of Finance & Operations will order a stop payment at the bank on the original check.
- In the event that it is necessary to spoil a check, the Director of Finance & Operations will write "SPOILED" in large letters in ink on the face of the check, store the check, and reprint the check.
- Should checks remain outstanding for a period of 12 calendar months, the Director of Finance & Operations shall report the payee and check amount to the RI Office of the Treasurer using a method appropriate with RI unclaimed property laws, to ensure the funds are available for claiming by the payee.

Duties of Check Signers. All checks will be signed by the signers designated by the Board of Directors. Prior to signing a check, a check signer will do the following:

- Compare the check to the original invoice or ensure the Head of School has initialed the invoice to pay the expense.
- Compare the amount on the check to the amount on the invoice or note.
- Be sure that the Head of School has initialed the invoice. This is to protect against the risk that you are paying based on a copy of the bill that has already been paid.

- Check the date on the invoice against the date of signing the check. If the difference is more than 60 days, get written approval from the Head of School before signing the check. This is to mitigate the risk that the organization is paying the same expense twice.

Limits. The Board shall require two signatures from authorized signers if a check is for an amount equal to or greater than an amount determined by the Board. Until otherwise approved by the Board, checks require two signatures if for expenses \$2,500 or greater.

Reasonability. The Head of School will monitor the check to ensure that the amount of the check is not clearly unreasonable.

Prohibited Practices. In no event will:

- invoices be paid unless approved by the Head of School and board of director signee(s);
- blank checks be signed in advance;
- checks be made out to “cash,” “bearer,” etc. Each check signer will be made aware that signing blank checks exposes our organization to theft since the bank is entitled to charge our account for any check that has a valid signature.

Online Payments. If the School makes online payments, arrangements will be made with the bank to require online approval by a Board-authorized account signer to approve payments.

ACH Payments. Arrangements will be made with the bank to allow the Director of Finance & Operations to initiate ACH payments after approval by the Head of School. Then, the bank will require online approval by a Board-authorized account signer approve and complete ACH payments. A Board member who is authorized to sign checks will have access to release the ACH for payment.

PETTY CASH FUNDS

Risks. Payments by cash may not be documented and are not as easily monitored as payments by check and thus subject the organization to greater likelihood of errors and fraud.

Policy. The Petty Cash Fund should only be used when payment by check is impracticable. Until otherwise approved by the Board, Providence Prep does not maintain a petty cash fund.

Procedures. Administration of Petty Cash Fund. The Director of Finance & Operations is responsible for the administration of the Petty Cash Fund (the “Fund”). The Fund shall be funded with checks made out to “Petty Cash—name of finance manager” and initially recorded in the Petty Cash Fund account. The Director of Finance & Operations will require receipts for all purchases and may ask those reimbursed to sign for money the manager provides as reimbursement.

The Director of Finance & Operations will record all cash purchases in a journal and save the receipts. When the fund gets low, the manager will apply to the Treasurer for authorization to reimburse the fund for the total amount expended. The check written to reimburse the Petty Cash Fund will be recorded in the appropriate expense accounts for the items that were purchased with Petty Cash, so that these expenditures made through the Petty Cash fund are properly classified by type – for example, postage, parking fees, etc.

EXPENSE REIMBURSEMENT

Risk. The organization does not have the same level of control over expenses incurred on behalf of the organization by those who pay with personal funds and seek reimbursement as it does for expenses paid directly by the School. Providence Prep is not in as good a position to determine whether the goods or services purchased might have been obtained at a lower price elsewhere, or whether there is a personal benefit to the person seeking reimbursement and how the expenditure fits in with the rest of the organization's budget.

Policy. In proper circumstances, Board members, employees, and volunteers are entitled to be reimbursed for expenses related to the organization that they incurred on behalf of the organization. To receive reimbursement, employees must meet the following requirements:

- A. The expense must have been authorized in advance by a member of the Providence Prep leadership team.
- B. The expense must have been incurred for goods or services purchased for the School.
- C. If the expense is for travel, the travel must be for work related to the organization. An employee will be reimbursed no more than the standard mileage rate for business use of a car as established by the IRS. The organization will reimburse meal expenses incurred in direct connection with the organization's business, at the per diem rate established by the IRS.

Procedures. To be reimbursed for expenses:

- a. Documentation. Employees must provide reasonable documentation showing the date, amount and what the expense was for. Credit card receipts and store receipts that do not describe the purchase are not reasonable documentation. Your receipt must describe the purchase.
- b. Timely Submission. Employees must submit documentation with a request for payment within 30 days from the date the expense was incurred.
- c. Overpayment. If the School overpays an employee, the employee must return any excess reimbursement within a reasonable period of time (up to 60 days).

PURCHASING

Risk. The School wants to ensure that all purchases on behalf of the School are authorized by the Head of School and follow School policies. Unauthorized purchases deplete the organization's resources and interfere with the Board's ability to govern properly.

Policy. All purchases made on behalf of the organization must be made pursuant to the Board-approved budget or Board rules.

Procedures. The Head of School can authorize purchases that conform to the Board's budget, with a bank co-signer approving any purchase of \$2,500 or greater. The Board must authorize any purchase which does not conform to the Board's budget.

USE OF SCHOOL PROPERTY

Risks. The School faces a risk that individuals will use School property without authorization for personal purposes. Usage reduces the life of property and eventually is an expense that the School assumes. It also betrays the trust of our donors who expect that the School will use its resources only for purposes that help us achieve our mission.

Policy. Property and equipment owned by the School may only be used for School activities or activities pre-approved by the Head of School. While the School recognizes that there may be times employees may use School property for personal use (e.g. computer, etc.) such use must be kept to a minimum.

CREATION OF CORPORATE OBLIGATIONS

Risks. The School needs to ensure that any obligation undertaken in the School's name is authorized by the School and is for School and not personal purpose.

a. CREDIT AND DEBIT CARDS

Risks. School credit or debit cards can be misused when people charge personal expenses on them, fail to obtain documentation showing that a purchase was for the School, or put expenses on the School card for purchases that are not approved, reasonable, or appropriate expenses for the School.

Policy. A credit card may be acquired by the School to be used for School activities that are aligned with the approved budget. The Board must approve any credit card and line of credit.

Justification. A credit card benefits the School through prompt payment to suppliers and vendors, electronic tracking of all purchases, and minimizes requests for reimbursement and personal credit card use by employees making approved electronic or online purchases.

Users. A credit card is authorized for use by cardholders authorized by the Board. The Board will limit the quantity of cardholders annually. The cardholder will agree to comply with all applicable School policies and procedures, and the cardholder agreement.

Violations of Use. Employee violations of the cardholder agreement or to any policy regarding the purchase of goods or services will be investigated, and may result in one or more of the following actions: written warning, revocation of credit card privileges, cancellation of delegation of purchasing authority, disciplinary action, termination, and/or criminal prosecution. The Board has the authority to investigate and to determine whether a violation of procurement policy has occurred, and to recommend actions that may be taken because of such determinations.

Credit card violations include but are not limited to:

1. Purchase of items for personal use
2. Use of the credit card for cash advances
3. Exceeding bank credit line limit
4. Failure to return the credit card when an employee resigns, is reassigned, is terminated, or upon request.
5. Loaning the credit card to any another person.
6. Failure to turn in a credit card packing slip, receipt, or other back-up documentation to the Director of Finance & Operations by a designated date each month for the purpose of establishing accountable reconciliation procedures.

Usage Parameters. To ensure financial control and prudent usage, the following procedures shall be followed at all times:

1. The credit card is to be used for School business purposes only.
2. Expenses are not permitted without prior approval by the Head of School.
3. The School credit card has a pre-set limit of \$10,000 that may not be exceeded.
4. The Director of Finance & Operations will maintain records of all credit cards.
5. All expenses without backup/source documentation will be considered personal.

Transferability. The credit card remains property of the issuing entity. It may not be transferred to, assigned to, or used by anyone other than the designated cardholder. The cardholder is accountable for the activity on the card. The issuing entity or the School may suspend or cancel cardholder privileges at any time for any reason. The cardholder will surrender the credit card upon request to the School or any authorized agent of the issuing entity.

Source Documents. The cardholder must submit a credit card recap with original receipts (not photocopies) for each expense by a date determined by the Director of Finance and Operations. Failure to turn in original receipts will result in revocation of an employee's credit card privileges. The Head of School must approve all credit card recaps. Once all receipts have been collected, the Head of School will sign the credit card recap for the entire credit card bill and will have an opportunity to examine all credit card purchases.

Monitoring. The Director of Finance & Operations will perform monthly audits of credit card receipts to ensure that documentation is thorough and accurate. The school will keep statement data and proof of reconciliation, including receipts and packing slips, on file for a period consistent with the record retention requirements of the law. It is the cardholder's responsibility to follow-up on any erroneous charges, returns, or adjustments to ensure proper credit is given on subsequent statements.

The credit card is valuable property that requires proper treatment by the cardholder to protect it from misuse by unauthorized parties. Credit cards are to be signed immediately upon receipt. The credit card is treated with the same care as personal credit card, bankcards, cash and checks. Cardholders are to keep the card in an accessible but secure location. When using the credit card for online purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

When the expiration date is passed and/or after a new credit card is received, the old credit card will be cut in half and disposed of.

If the credit card is lost or stolen, cardholders should immediately contact the Director of Finance & Operations.

BORROWING AND LINES OF CREDIT

Risks. The School needs to ensure that borrowing in the School name is authorized.

Policy. The Board must approve application for and acceptance of any Lines of Credit. Once the Line of Credit is authorized by the Board, the Head of School can authorize borrowing within the limit of the line of credit up to \$100.00. The Board must approve all borrowing against the line of credit greater than that amount.

The full Board must approve any other borrowing of funds in the name of the School, including the use of any promissory notes. The Board must give very serious attention to be sure that the School will have sufficient funds available to repay any loans or lines of credit on time.

BANK RECONCILIATION AND ON-LINE MONITORING

Risks. Even the most honest and attentive employees make mistakes. Monitoring allows the School to uncover errors. If the School records and bank records do not agree, it is likely that Providence Prep's records are wrong. Monitoring also assists the School in identifying discrepancies between the School's accounting records and banking records that suggest theft or fraud, checks signed by unauthorized signers, and identity theft.

Policy. The Treasurer will monitor the School's accounts regularly to demonstrate that the balances presented on our financial reports agree with the records of the financial institution.

PROCEDURES

Records to Head of School. The Director of Finance & Operations shall meet with the Head of School weekly to review copies of all records of deposits, disbursements (checks written), and other bank transactions and of our accounting records for review on a weekly basis.

Bank Statement. The School will direct the bank to send the bank statements to the Director of Finance & Operations.

Reconciliation. The Director of Finance & Operations will reconcile the bank statement monthly. The reconciliation should be done within 7 days of receiving the statement, as follows:

Check all checks for correct signatures and number of signatures and report to the bank any incorrect signatures.

Review the checks in the bank records to ensure that:

- the name of the payee, the amount of the check and the date of the check agree with the School's accounting records;
- whoever the check was made out to was the depositor of the check; and
- each check has a valid signature.

Compare the bank deposit records with the School's accounting records to determine whether each deposit recorded in the accounting records agrees with the bank record.

Check the cash entries in the receipt book against the bank record of deposits to ensure that all cash was deposited.

Check whether the ending balance in the general ledger cash account agrees with the bank statement, after making the adjustments on the bank reconciliation form.

List all outstanding checks.

List all deposits in accounting records not yet recorded by the bank.

On-Line Banking. Both the Director of Finance & Operations and Treasurer should have on-line, read-only access to the bank account. The Director of Finance & Operations should review the account on-line on a weekly basis to check for identity theft that is diverting School funds. At any time the Treasurer can reconcile the bank statements and spot-check the on-line payments as described above.

Return of Cancelled Checks by the Bank. The Board will determine whether it is necessary to direct the bank to return the cancelled checks with the bank statement. If the Board determines that it will not require return of the cancelled checks, it will establish procedures to ensure retention of the electronic images of the checks for at least 3 years.

RECORD RETENTION

Policy. The Director of Finance & Operations will monitor retention of records accordingly. This policy covers all records and documents, regardless of physical form, contains guidelines for how long certain documents should be kept, and how records should be destroyed (unless under a legal hold). The policy is designed to ensure compliance with federal and state laws and regulations, to eliminate accidental or innocent destruction of records, and to facilitate Providence Prep's operations by promoting efficiency and freeing up valuable storage space.

Document Retention. Providence Prep follows the document retention procedures outlined below. Documents that are not listed, but are substantially similar to those listed in the schedule, will be retained for the appropriate length of time.

Corporate Records

Annual Reports to State Authorities	Permanent
Articles of Incorporation	Permanent
Board Meeting and Board Committee Minutes	Permanent
Board Policies/Resolutions	Permanent
Bylaws	Permanent
Construction Documents	Permanent
Fixed Asset Records	Permanent
IRS Application for Tax-Exempt Status (Form 1023)	Permanent
IRS Determination Letter	Permanent
State Sales Tax Exemption Letter	Permanent
Charters and all related amendments	Permanent
Contracts (after expiration)	7 years
Correspondence (general)	3 years

Accounting and Corporate Tax Records

Annual Audits and Financial Statements	Permanent
Depreciation Schedules	Permanent
IRS Form 990 Tax Returns	Permanent
General Ledgers	7 years
Business Expense Records	7 years
IRS Form 1099	7 years
Journal Entries	7 years
Invoices	7 years
Sales Records (box office, concessions, gift shop)	5 years
Cash Receipts	5 years
Credit Card Receipts	5 years

Bank Records

Check Registers	7 years
Bank Deposit Slips	7 years
Bank Statement and Reconciliation	7 years
Banking agreements including credit agreements	7 years
Electronic Fund Transfer Documents	7 years
<i>Payroll and Employment Tax Records</i>	
Payroll Registers	Permanent
State Unemployment Tax Records	Permanent
Earnings Records	7 years
Garnishment Records	7 years
Payroll Tax Returns	7 years
W-2 Statements	7 years
<i>Employee Records</i>	
Employment and Termination Agreements	Permanent
Retirement Documents	Permanent
Records Relating to Promotion, Demotion or Discharge	7 years after termination
Accident Reports and Worker's Compensation Records	5 years
Salary Schedules	5 years
Employment Applications	3 years
I-9 Forms	3 years after termination
Time Cards	2 years
<i>Donor and Grant Records</i>	
Donor Records and Acknowledgment Letters	7 years
Grant Applications and Contracts	7 years after completion
<i>Legal, Insurance, and Safety Records</i>	
Appraisals	Permanent
Copyright Registrations	Permanent
Environmental Studies	Permanent
Insurance Policies	Permanent
Real Estate Documents	Permanent
Stock and Bond Records	Permanent
Trademark Registrations	Permanent
Leases	6 years after expiration
OSHA Documents	5 years
General Contracts	3 years after termination
Attendance records	3 years

a. Electronic Documents and Records

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail message, the message should be

printed in hard copy and kept in the appropriate file or moved to an “archive” computer file folder. Backup and recovery methods will be tested on a regular basis.

b. Emergency Planning

Providence Prep records will be stored in a safe, secure, and accessible manner. Documents and financial files that are essential to keeping Providence Prep operating in an emergency will be duplicated or backed up at least every week.

c. Document Destruction

Providence Prep’s Director of Finance & Operations is responsible for the ongoing process of identifying its records, which have met the required retention period, and overseeing their destruction. Destruction of financial and personnel-related documents will be accomplished by shredding.

Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation.

d. Compliance

Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against Providence Prep and its employees and possible disciplinary action against responsible individuals. The Director of Finance & Operations will periodically review these procedures with legal counsel or the organization’s certified public accountant to ensure that they are in compliance with new or revised regulations.

FIXED ASSETS

PROPERTY AND EQUIPMENT

Providence Prep’s policy is to capitalize all purchases of property and equipment with an original cost of \$10,000 or more and having an estimated useful life in excess of one year. When purchasing additional units to supplement an existing inventory of capitalized property or equipment (e.g. student use computers) those units will also be capitalized.

Purchased property and equipment is capitalized at cost. Maintenance and repairs are charged to expense when incurred. Depreciation is provided on a straight line basis over the following estimated useful lives of the respective assets:

Technology Equipment	3-5 years
Leasehold Improvements	40 years
Furniture and Fixtures	7 years

Donations of property and equipment are recorded as support at their estimated fair value. Such donations are reported as unrestricted support unless the donor has restricted the donated assets to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, Providence Prep reports expirations of donor restrictions when the asset is placed in service at which time Providence Prep reclassifies temporarily restricted net assets to

FEDERAL FUNDING

Providence Prep will follow all the relevant laws and regulations that govern the charter schools within the State of Rhode Island and Providence Plantations. Additionally, any Federal

Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

Grants Receivable Aging Criteria

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

Grant/Contract Invoicing

1. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
2. The invoicing format is that specified by the funding source

VENDORS

All vendors are validated through the Secretary of State via state websites to ensure vendors have zero deficiencies.

PROCEDURE FOR PURCHASE AND DISBURSEMENT OF NEW EQUIPMENT

RECEIPT

1. When new equipment is received, delivery is matched to packaging slip, then slip is given to Director of Finance & Operations to match packaging slip to invoice for payment.
2. Scan each item into an Excel Sheet (Excel Sheet has Service Tag, Date of Purchase, Asset Tag, and Model)
3. Open the boxes and assign Asset tag to Equipment
4. Upload Excel to Providence Prep inventory site
5. For Chromebooks turn on and add them to the Google domain
6. Secure Chromebooks in closet

DISBURSEMENT

- a. Follow established computer distribution policies
- b. Perform training with students receiving a Chromebook
- c. Students sign our Chromebook Agreement
- d. Issue students a Chromebook, including, charger, case, and MiFi (if needed)
- e. Update the inventory to include the student's name with the Chromebook
- f. File contract in main office.

FINANCIAL REPORTING/MONTHLY RECONCILIATIONS

Providence Prep's Director of Finance & Operations prepares monthly bank reconciliations, which are reviewed and approved by the Treasurer of the Board of Directors. A revenue / expense report and accompanying narrative is prepared by the Director of Finance & Operations on a monthly basis. The financial report includes an analysis of cash position, as well as any meaningful capital expenditures or divestments. This report is provided to the Head of School and is presented to the board of directors at its monthly meeting

PAYROLL PROCESSING

PROCEDURE

- a. Employees complete time sheets for the period and submit them to the Head of School or appropriate supervisor for approval.

- b. Head of School or appropriate supervisor reviews the time sheets, returns those with errors or questions to the employee, signs those which have been approved and forwards them to Director of Finance & Operations for payroll processing.
- c. Director of Finance & Operations uses approved time sheets to complete payroll grid. Extra hours for services provided under grants are flagged in the file.
- d. The completed payroll grid is forwarded to the Head of School for review and approval.
- e. Upon approval from the Head of School, the file is forwarded to the payroll company for processing.
- f. Payroll company confirms the receipt of processing file via email.
- g. Two days after the file is sent, the processed payroll is received via first class mail and/or secured email at Providence Prep offices and opened and reviewed by Head of School who brings any questions or concerns to Director of Finance & Operations.
- h. Director of Finance & Operations makes any needed adjustments with the payroll company, uploads retirement related files to TIAA-Cref, Employee's Retirement System for the State of Rhode Island and Transamerica Inc., and records the payroll liability in the general ledger.

BUDGET PROCEDURES

By or before the end of the fiscal year (June 30), the Head of School will draft a budget for the upcoming fiscal year. The Head of School will present the budget for approval by the Board. The Board will make every effort to approve a fiscal year budget prior to the start of the fiscal year. Once approved, the Director of Finance & Operations will report the budget to state agencies as appropriate or required. The Director of Finance & Operations will enter the fiscal year budget into the accounting system to ensure accurate reporting.

The Board shall approve any amendment to the approved fiscal year budget. Amendments may occur if the Board deems the approved budget no longer fundamentally reflective of Providence Prep's fiscal plan for the year, which might occur when unanticipated or extraordinary events force such a change (e.g. a significant drop in anticipated funding, a large unanticipated capital repair or purchase, or incurring substantial penalties or fees).

The Board expects that revenues and expenses will line up with the approved fiscal year budget. The Director of Finance & Operations must report on significant variances from budget in monthly reports to the Board, which are variances that exceed, or are predicted to exceed, 10% of the subtotal of any budget line. In some cases, these variances can be rebalanced in future months. In other cases, the variances are structural and will not rebalance. In these cases where variances persist, the Board shall consider actions that do one of the following: 1) direct the Head of School to rebalance the budget line; 2) acknowledge the variance but not require any change (indicating that the variance, and the decisions leading to it, are acceptable to the Board); or 3) revise and approve the fiscal year budget to align with a change in direction for the fiscal year.

G. Draft 2021-2022 Employee Handbook

Providence Prep Employee Handbook Draft for 2021-2022 School Year

Providence Preparatory Charter School is an independent public charter school, which operates as a distinct Local Education Agency (LEA, i.e. a school district) of the State of Rhode Island.

Rhode Island General Law §16-77.3 governs the establishment of independent charter schools: <http://www.rilin.state.ri.us/Statutes/TITLE16/16-77.3/16-77.3-2.HTM>

The School operates as a non-profit corporation, and it has been granted tax exempt status under Section 501 (c) (3) of the Internal Revenue Code.

The School is governed by a Board of Directors. The Board of Directors hires and evaluates the Head of School, who serves as the chief executive of the organization and superintendent of the school.

Nature of Employment

Unless otherwise defined by law, employment at Providence Prep is at will. It is entered into voluntarily, and employees are free to resign at any time, with or without cause. Similarly, Providence Prep may terminate the employment relationship at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Providence Prep and any of its employees. The provisions of the handbook have been developed at the discretion of management and, except for its policy of employment-at-will, may be amended or cancelled at any time.

Equal Employment Opportunity

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Providence Prep will be based on merit, qualifications, and abilities. Providence Prep does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, military status, or any other characteristic protected by law.

Providence Prep will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisors or the Director of Finance & Operations. Employees can raise concerns and make good faith reports without fear of reprisal.

Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Ethics and Conduct

The reputation and successful operation of Providence Prep is built upon the principles of fair dealing and ethical conduct of its employees. Providence Prep's reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Providence Preparatory Charter School is dependent upon the trust and confidence of the students, families, and community that it serves. Employees owe a duty to their colleagues and the Board of Directors to act in ways that maintain that trust and confidence.

Providence Prep will comply with all applicable laws and regulations. Employees, directors, and volunteers are expected to conduct operations and programs of the School in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. If a situation arises where it is difficult to determine the proper course of action, discuss the matter with your supervisor or, if appropriate, the Head of School.

Conflict of Interest Policy

Employees have an obligation to conduct business within guidelines that prohibit actual, potential, or the appearance of conflicts of interest. If an employee has any influence on, or familial or business relationships with persons engaging in, transactions involving purchases, hiring, contracts, or leases, it is imperative that he/she disclose the conflict to the Director of Finance & Operations immediately. The existence of any actual or potential conflict of interest should be identified so that safeguards can be established to protect all parties. If a conflict is discovered, and the employee has not made appropriate disclosure, they may be subject to disciplinary action up to and including discharge from employment.

Employment Categories, Responsibilities, and Benefits

It is the policy of Providence Preparatory Charter School to comply with all applicable local, state, and federal laws and regulations concerning the payment of wages, including overtime pay, for eligible employees. Each employee is designated as either a "teacher" (if certification is required under law for the position held) or "non-teacher" (for all other staff). In addition to certification requirements, this designation is meaningful with regard to retirement and social security withholdings; more information can be found below on this distinction.

Each employee is also designated as either *non-exempt* or *exempt* for purposes of federal and state wage and hour laws. *Exempt employees* are excluded from the overtime provisions of federal and state wage and hour laws. *Non-exempt employees* are entitled to overtime pay under the specific provisions of federal and state laws. Overtime hours must be approved in advance by the employee's supervisor. An employee's *exempt* or *non-exempt* classification may be changed only upon written notification by Providence Prep administration. All employees' pay

shall be subject to deductions for taxes and other withholdings as required by applicable law and regulation.

In addition to the above categories, each employee will belong to one of the following employment categories:

- Regular full-time employees are those who are not in a temporary or introductory status and who are regularly scheduled to work a minimum of 35 hours per week. Generally, they are eligible for the School's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-time employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 35 hours per week. While part-time employees receive all legally mandated benefits, they are not eligible for other benefit programs.
- Introductory employees are those whose performance is being evaluated to determine whether employment in a specific position or with Providence Prep is appropriate. Employees who satisfactorily complete the introductory period, which is generally 60 calendar days, will be notified of their new employment classification.
- Temporary employees are those who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project. Employment assignments in this category are generally for 180 calendar days or less. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified in writing of a change. While temporary employees receive all legally mandated benefits, they are not eligible for other benefit programs.
- Per Diem or Hourly employees are hired on a day to day basis. They receive all legally mandated benefits (Workers' Compensation insurance, Social Security, and SUI), and they are not eligible for other benefit programs.

Providence Prep maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, letter of employment, evidence of a background check, records of training, documentation of performance appraisals and salary increases, and other employment records. Personnel files are the property of Providence Prep, and access to the information they contain is restricted. Only supervisors and management personnel of Providence Prep who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Director of Finance & Operations. With reasonable advance notice, employees may review their own personnel files in Providence Prep offices and in the presence of an individual responsible for maintaining the files.

Evaluation, Performance and Improvement

- Teachers: Providence Prep evaluates all certified personnel using the Rhode Island Model, grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009. This evaluation model emphasizes collaboration and feedback to fuel professional growth and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model includes three evaluation criteria: Professional Practice, Professional Responsibilities, and Student Learning. Scores from each of the three criteria will be combined to produce a final effectiveness rating of Highly

Effective, Effective, Developing, or Ineffective. Evaluations will be completed by administrators and/or immediate supervisors.

- **Administrative Staff:** New staff members meet with their supervisors on a schedule as determined by the supervisor to review and document performance. Supervisors will address performance shortfalls as soon as they become apparent. Performance is formally evaluated each year.
- **Performance Shortfalls:** There may be situations where informal counseling does not result in improved performance or behavior. If formal action is required to address the issues, the following process should be used as a guide and the Director of Finance & Operations will be notified as each step is taken.
- **Verbal Counseling.** Inform the employee that he or she is not meeting the expected standard of performance. Clearly specify the performance standards. An administrator will be present to take minutes of the meeting. All documentation, including minutes, messages, etc., will be placed in the employee's personnel file.

First Written Warning (supported by verbal counseling if appropriate). Document the performance or behavior shortfalls in detail. Clearly specify the performance standards and identify assistance and support for the employee to achieve the expected standards. Identify the consequences of continued unsatisfactory performance or behavior. An administrator will be present to take minutes of the meeting. All documentation, including minutes, messages, etc., will be placed in the employee's personnel file.

Second Written Warning. Document that unsatisfactory performance or behavior has not improved. Indicate that this is the final warning and that continued unsatisfactory performance or behavior will likely result in termination from employment. As an alternative, the employee could be suspended, in most cases with pay, for several days in order to reflect on the situation. An administrator will be present to take minutes of the meeting. All documentation, including minutes, messages, etc., will be placed in the employee's personnel file.

Termination of Employment. Discuss the process with Director of Finance & Operations and the Head of School to proceed with termination and/or contract non-renewal. Supervisors may skip one or more steps in the case of serious infractions or actions.

Certification Maintenance

All employees must maintain appropriate certification if fulfilling positions for which state certification or other industry certification is required by law or regulation. In cases when an employee's certification is due to expire at or around the end of the current school year, Providence Prep requires documentation of certification maintenance by February 1 of the current school year. Such documentation shall include:

Documentation provided by appropriate agencies indicating all steps that must be taken to maintain certification (such as testing requirements or course-taking requirements);

Evidence that the employee has taken all necessary steps to have the certification renewed;

Immediately upon receipt, submission of clear evidence from appropriate agencies indicating that certification will remain in good standing or has been issued.

Employees who fail to take all steps to maintain required certifications and/or do not provide all evidence described in this section in advance of certification expiry and on the timeline described above shall be deemed unable to perform the functions of their position in the subsequent school year. A certification lapse is grounds for nonrenewal of contract, notice of which will be given as required by state law.

Termination of Employment

Generally, employees of Providence Prep are employed at-will unless otherwise described by law. At-will employees have no contract of employment for any stated term, and both the employee and Providence Prep remain free to terminate the employment relationship, for any reason, at any time, with or without notice. Providence Prep makes no agreement, either express or implied, to pay employees any compensation or grant any benefit beyond the end of employment with Providence Prep.

Non-renewal or termination for certified teachers may be governed by RI law or regulation and, as such, are non-renewed or terminated for cause. Good and Just Cause shall include, but not be limited to: moral turpitude; dishonesty; incompetence; insubordination; inability to perform the functions of the position or otherwise be unfit to discharge your duties; lack of required certification or credential; acts or omissions which substantially affect your performance; violation of school policies or regulations applicable to Providence Prep; conviction of a crime or entry of a plea of nolo contendere.

Attendance Expectations and Paid Time Off

Employees are required to attend work and participate meaningfully each day. Employees are expected to participate in all regular work responsibilities, which includes each planning period, professional development period, in-service day, and scheduled planning session where attendance is mandatory for staff during Providence Prep's academic year.

In addition to meetings and events held during normal working hours, Providence Prep sponsors certain events, clubs, and/or support sessions for students that are held outside of normal working hours. Full-time employees are required to attend and participate meaningfully for a minimum of ten (10) hours at events, clubs, and/or support sessions, which are subject to scheduling and approval by Providence Prep. Employees will also be required to attend and participate meaningfully in evening events from time to time, not to exceed four (4) events during Providence Prep's academic year. For any employee hired after October 1, these commitments will be prorated at Providence Prep's discretion.

The Providence Prep School Calendar, approved annually by the board of directors, indicates holidays or break periods when school is not in session. The calendar specifies holidays or break periods when employees are not required to report to work. The Calendar is attached to this Handbook.

Full-time employees employed by or before October 1 are permitted seven (7) total days, or 56 hours, of paid sick/safe leave time, and another three (3) days, or 24 hours, of paid personal time. For any full-time employee hired after October 1, the allowance for paid sick/safe time is

reduced by one day per calendar month already passed in the year, provided that such employees shall be entitled to at least the minimum amount of paid sick/safe leave as required by law. Part-time employees accrue one hour of paid sick/safe time for every thirty-five (35) hours worked, and shall be entitled to begin using accrued sick/safe time ninety (90) calendar days from the date of hire. Part-time employees are not provided paid personal time. Paid time off is taken in hourly increments and advance approval by Providence Prep is required.

To seek approval for time off, employees are expected to follow the following procedure:

For sick/safe time: As soon as possible, and not later than one (1) hour prior to the start of school, employees must notify their immediate supervisor via email of their intent to use sick/safe time. Employees using three or more consecutive days of sick/safe time must provide reasonable documentation that the sick/safe leave has been used for a permitted purpose, if requested. Sick/safe leave may be used due to an illness, health condition, or need for preventive medical care of the employee or his/her family member, or time off needed when the employee or his/her family member has been a victim of domestic violence, sexual assault, or stalking, or as otherwise provided by applicable law.

For personal time: Full-time employees intending to use up to eight hours of personal time must notify their immediate supervisor via email and provide at least 24 hours' notice.

Full-time employees intending to use more than eight hours of personal time must notify their immediate supervisor via email at least five (5) days in advance.

Temporary employees working fewer than 180 calendar days are not provided paid sick or personal time, though unpaid sick or personal time may be approved by a supervisor.

Procedures for seeking approval for time off shall be the same as for other employees, as described in this section. Temporary employees shall accrue paid sick/safe leave time to the extent provided by applicable law, and may use such accrued paid sick/safe leave time beginning on the 181st day of employment.

Unused sick/safe or personal time is not paid upon termination of employment, and unused sick/safe or personal time does not carry over from one year to another.

Consistent and regular attendance is critical to the support of our students and staff. Time absent beyond the permitted allocations will be unpaid, and may lead to disciplinary action up to and including termination from employment.

Parental Leave: After one full year of service at Providence Prep, all full-time employees are eligible for up to twelve (12) weeks of paid parental leave upon the birth or adoption of a child. Temporary Disability Insurance (TDI)/Temporary Caregiver Insurance (TCI): RI employees may be eligible for TDI/TCI benefits through the RI Department of Labor and Training. More information can be found here: <http://www.dlt.ri.gov/tdi/>

Bereavement: All full-time employees are eligible for paid bereavement leave. The length of bereavement leave depends on the relationship of the deceased to the employee.

Up to five (5) days:	spouse, domestic partner, child, parent
Up to three (3) days:	brother, sister, step-child, step-sister, step-brother, mother-in-law, father-in-law, grandchild, grandparent, step-parent
One (1) day:	aunt, uncle, niece, nephew, brother-in-law, sister-in-law, grandparent-in-law

Relations are inclusive of spouse and domestic partner. Please provide verification of relationship to the Director of Finance & Operations as soon as is practicable upon your request for bereavement leave.

Jury Duty: Providence Prep recognizes and respects its employees' obligation to make themselves available for jury service. Regular full-time and regular part-time employees summoned to serve as jurors in federal, state, or local court proceedings are eligible for paid leave.

Employees summoned to jury service must provide a copy of the summons to their supervisors. If employees are requesting a postponement from jury service for personal reasons, they must inform their supervisors they are requesting postponement and must provide a copy of the summons. Providence Prep pays employees on jury duty the difference between their regular pay and the compensation they receive for serving as jurors. They are expected to come to work when jury duty does not last an entire day. Supervisors can ask employees to seek postponement of jury service if the absence would cause serious operational difficulties for the School.

Leave without Pay

Employees who wish to take an unpaid leave of absence for personal purposes may do so with the permission of the Head of School. Employees who are granted an extended leave of absence must pay the full cost of health insurance during the unpaid portion of the leave, must utilize current sick time, and receive no assurances regarding reinstatement to their positions with Providence Prep, excepting employees taking leave and eligible for the conditions provided by FMLA.

Unpaid Family and Medical Leave: Under the Family and Medical Leave Act (FMLA), Providence Prep employees may be eligible for up to 12 weeks of unpaid leave to take care of personal, family, or medical needs. Requests will be reviewed and approved by the Director of Finance & Operations.

Military Leave: Regular full-time, regular part-time, or part-time employees of Providence Prep who are called for training or active duty in the Uniformed Services of the United States are eligible for military leave. Providence Prep will fully comply with the Uniformed Services Employment and Reemployment Rights Act (USERRA) with respect to compensation, benefit continuation, and job reinstatement rights. Providence Prep will follow federal requirements for any provisions not contained in this policy.

United States Military reservists or members of the National Guard continue to receive their regular pay and benefits for up to two weeks per calendar year when they are away from their positions at Providence Prep on account of a national, state, or local emergency, or for military training duty. They must remit to Providence Prep compensation received for military duty, excluding payments for room and board. Copies of military orders and pay documentation must be submitted to the Director of Finance & Operations.

Members of the Uniformed Services with at least six months of service with Providence Prep who are called to active duty (including extended training) are eligible for supplemental pay equal to the difference between the military compensation, excluding payments for room and board, and the employee's regular rate of pay for up to two months of active military service. Copies of military orders and pay documentation must be submitted to the Business Office.

An employee will not receive both two weeks of regular pay and two months of supplemental pay for the same military leave request. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave.

Employees on leave for up to 30 days are required to return to work on the first regularly scheduled day after the end of service, allowing for reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and applicable state laws.

Employees returning from military leave will be placed in the positions they would have attained had they remained continuously employed, or comparable ones depending on the length of military service. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service. Contact the Director of Finance & Operations for additional information about military leave.

Lateness/Early Departure

An employee should directly call or text his or her immediate supervisor if he or she expects to arrive after the assigned time on a given work day, or needs to leave early. Lateness or early departure may count against personal or sick time, subject to the discretion of the employee's supervisor. Three (3) instances of lateness shall count as one personal day, subject to the discretion of the employee's supervisor. Multiple or routine instances of lateness may result in disciplinary action, including performance monitoring, and is cause for non-renewal or termination.

Working Away from School Facilities During Normal Hours

From time to time, employees may be permitted to perform administrative or other duties while away from school facilities during normal working hours. These instances are permitted only with advance written approval of an employee's immediate supervisor.

Health and Dental Insurance

Health Insurance: Providence Prep will offer a group health insurance plan through Blue Cross/Blue Shield RI. Contribution rates vary in accordance with the plan.

Staff members may elect to cover themselves, and, if applicable, their spouses and/or children. Spouses may include those who are legally married, those who fit the definition of common law

spouse, or same sex domestic partners who meet criteria defined by the insurance carrier. Children may include the employee's unmarried natural and/or legally adopted children, or children for whom the employee has been granted legal guardianship. Except in certain circumstances, children must be under the age of 19 or students under the age of 26.

Health insurance becomes effective the first day of the month following the date of hire. Coverage ceases at the end of the month in which eligibility ends. There is an open enrollment period each September, at which time staff can add, drop, or change their level of coverage. Staff can also change levels of coverage at other times during the year upon the occurrence of certain qualifying events.

Costs for health insurance are outlined in information packages distributed prior to the open enrollment period and upon hire. Employees' paychecks are generally reduced by the amount of the employee's share of her health insurance cost on a pre-tax basis. This pre-tax plan is governed by Internal Revenue Service regulations. Employees may opt out of the pre-tax arrangement by completing a waiver form that is available from the Director of Finance & Operations.

Additional information about health insurance is available from the Director of Finance & Operations.

Benefits Continuation (COBRA): The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Providence Prep's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation; termination of employment; death of an employee; a reduction in an employee's hours; a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Providence Prep's group rates. Providence Prep, through a third party administrator, provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage.

The notice contains important information about the employee's rights and obligations.

Dental Insurance: Regular full-time staff members will be eligible to elect group dental insurance through a single plan option with Delta Dental. Contribution rates vary in accordance with the plan.

Staff members may elect to cover themselves, and, if applicable, their spouses and/or children. Spouses may include those who are legally married, those who fit the definition of common law spouse, or same sex domestic partners who meet criteria defined by the insurance carrier. Children may include the employee's unmarried natural and/or legally adopted children, or children for whom the employee has been granted legal guardianship. Except in certain circumstances, children must be under the age of 19 or full-time students under the age of 26. Dental insurance becomes effective the first day of the month following or coinciding with the date of hire. Coverage ceases at the end of the month in which eligibility ends. There is an open enrollment period each September, at which time staff can add, drop, or change their level of

coverage. Staff can also change levels of coverage at other times during the year upon the occurrence of certain qualifying events.

Costs for dental insurance are outlined in information packages distributed prior to the open enrollment period and upon hire. Employees' paychecks are generally reduced by the amount of the appropriate employee cost of dental insurance on a pre-tax basis. This pre-tax plan is governed by Internal Revenue Service regulations. Employees may opt out of the pre-tax arrangement by completing a waiver form that is available in the Business Office.

Group Term Life and AD&D Insurance: All regular full-time staff members are covered by PROVIDENCE PREP's group term life and accidental death and disability policy effective the first day of the month following or coinciding with the date of hire. Providence Prep pays all premiums to maintain this policy. Coverage ends the last day of the month in which an employee terminates employment or is no longer eligible. However, conversion or portability provisions are available which permit a terminated employee to continue their coverage.

Eligible employees receive paid life insurance coverage in the amount of their annual base salary or regular wages, up to a maximum of \$50,000.

Retirement

Certified Staff: All staff members who are certified by the Board of Education and who regularly work on at least a half-time basis (generally 25 hours per week) are required by state law to become members in the Employees' Retirement System of Rhode Island and participate in the ERSRI defined benefit retirement plan.

The Employees' Retirement System of Rhode Island is a contributory retirement system governed by Chapters 16, 36, and 45 of the Rhode Island General Laws. Information can be found by visiting <http://content.ersri.org/#gsc.tab=0>.

All staff members who meet the criteria noted above are also required to participate in the 401(a) defined contribution plan sponsored by the State of Rhode Island and administered by TIAA- CREF. Information can be found by visiting <https://www.tiaa.org/public/tcm/ri> or by contacting (800) 842-2252.

Providence Prep offers a 401(k) plan, which full-time staff, including teachers, are eligible to participate in. Providence Prep does not contribute to 401(k) plans for teachers or certified staff as Providence Prep makes retirement contributions to teachers and certified staff through ERSRI. Please contact the Director of Finance & Operations with additional questions about the 401(k) plan for teachers.

Non-Certified Staff: For eligible employees who do not participate in the Employees' Retirement System of Rhode Island, Providence Prep sponsors and administers Providence Preparatory Charter School 401(k) Retirement Plan.

Eligible staff members become members of the Plan for purposes of making pre-tax savings contributions on the first day of employment at Providence Prep. For purposes of receiving matching contributions from the School, membership is as of the first day of the month following the completion of six months of eligible service.

Providence Prep will make a matching contribution dollar for dollar, up to 6% of compensation of a staff member's pre-tax gross salary. Staff members may make additional unmatched contributions in compliance with Federal Retirement Laws.

Changes to pre-tax savings contributions can be made throughout the year effective on the next payroll period by submitting written notice to the Director of Finance & Operations.

Conferences & Continuing Education

All employees at Providence Prep are encouraged to seek professional development opportunities outside of those offered internally. These professional development opportunities might be conferences, workshops offered at other schools or with external partners, and programs or coursework offered by local colleges or universities. Staff members who wish to attend a specific conference or professional learning opportunity should notify their supervisor as far in advance as possible. Requests will be considered on an individual basis and may be informed by such things as the conference topic's alignment with the staff members' professional learning goals, staff coverage, and cost.

Full-time employees enrolled in a degree-granting program offered by an institution of higher education may be eligible for tuition reimbursement. Such payments may be for tuition costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related costs. Priority will be given to full-time employees who are enrolled in programs that are required for their certification status as employees of Providence Prep. Other full-time employees who are enrolled in degree granting programs may also be eligible for tuition reimbursement depending on availability of funding. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement. Employees who receive tuition reimbursement agree to remain an employee of Providence Prep for one school year following the receipt of tuition reimbursement. Employees agree to repay the full amount of any tuition reimbursements received during the twelve-month period preceding the employee's termination date if an employee is voluntarily or involuntarily terminated from Providence Prep, or if his or her contract is non-renewed during the twelve-month period.

Payment of Wages

Wages and salaries are paid over a payroll year that starts July 1 and ends June 30. There are generally 26 payroll periods in each payroll year; direct deposit is preferred. Payroll periods are bi-weekly. A pay week begins on a Monday and ends the following Sunday. Wages are paid on Thursday except that payment occurs on Wednesday should Thursday fall on a holiday. All employees must submit timesheets for each payroll period. Timesheets must be signed by the employees and approved by their supervisors. Timesheets should be submitted the Friday before the week of payroll.

Time Sheets: Employees must accurately record the days in which they worked. If any sick, personal, or other time off was taken during a given pay period, this time must be marked accordingly on the time sheet. All time sheets must be signed by the employee and the employee's supervisor. Time sheets are due on the Friday before the end of the accounting period. Late timesheets may result in withheld pay.

Time sheets are completed and held in a shared, locked, Google-based workbook that's specific to each employee. The sheets that comprise the workbook are in two-week increments that are Providence Prep's pay periods. Instructions: Employees should mark "8.00" under "regular" on

regular days worked. Snow closure days are regular days. The hours comprising a delayed opening or early closure are also regular time. If you are absent and would have otherwise used sick/safe or personal time, and Providence Prep then has a closure, delayed opening, or early closure, employees may record those hours that Providence Prep is closed as regular time.

Parental leave, service leave, or bereavement leave are also “REGULAR” days for the purposes of a Providence Prep time sheet. Please use the space on the right of the time sheet to write a note acknowledging the type of day taken. This should only be done if approved in advance by your supervisor.

Employees should mark "8.00" under "SICK" or "PERSONAL" on days when you take off for sick or personal time

Employees should mark "8.00" under "HOLIDAY" on days when school is closed for all employees. Employees should also use “HOLIDAY” during summer break weeks. Employees providing student support hours or working at an evening event, as required and described more fully on page nine of this Handbook, should include these hours on the day they were completed. Employees must also leave a note to the right on the time sheet describing the worked performed. Please note that these hours will not result in extra pay, as these services are required by regular employment at Providence Prep.

If employees do not work part of a regular day, s/he must divide up hours accordingly, marking some hours either sick/safe or personal on the time sheet, as appropriate. The hours must total 8.00 for the day. Time off must be taken in increments of one hour.

Once an employee fills in the time worked for a given period, an administrator will view the time sheet and sign off to verify the employee’s entry. If s/he notes any inaccuracies or has questions, she will reach out to the employee. Once verified, the sheet is locked, and no changes can be made.

Reimbursements

Employees incurring expenses that benefit Providence Prep’s students, in the form of supplies, equipment, food, or other expenses, may be reimbursed by Providence Prep. If an employee wishes to be reimbursed for any expense incurred, s/he must receive advance written approval by his/her Providence Prep supervisor.

To be reimbursed, employees must complete the published “reimbursement form” available in Providence Prep’s database of commonly used forms, or from the Director of Finance & Operations. Each reimbursement form will require original receipts to be attached that clearly describe the expenses incurred.

Mileage. There is a mileage reimbursement form at the bottom of each employee’s timesheet. These forms are to be used in the specific instances where reimbursable employee travel has been pre-approved by a Providence Prep administrator. Some employees have student home visiting as a routine part of their roles; these employees shall use these timesheet-based forms to be reimbursed after visiting a student at home. Mileage may also be reimbursed in other instances where an administrator has approved an employee to conduct home visits, such as during our scheduled home visit days. Mileage may also be reimbursed if an employee visits another school, or other travel is planned and approved as a part of a professional development

initiative for staff. In all cases, mileage reimbursement must be pre-approved in writing by a supervisor.

Pay Scales. Pursuant to Rhode Island General Law 16-7-29, Providence Prep maintains a salary scale for certified employees that takes into account years of service and educational achievement. The salary scale is available online and is subject to modification by of Providence Preparatory Charter School Board of Directors. Certified teachers with significant work experience in a profession other than classroom teaching may have their years of service credited against Providence Prep's salary scale at a ratio of 2-to-1 (e.g. two years of work experience may count as one year of 'service' on Providence Prep's salary scale). In order to be eligible for consideration under this policy, employees must demonstrate a minimum of five years of significant, relevant, full-time experience performed under a minimum of a bachelor's degree.

Salaries for non-certified employees are benchmarked against market rates for comparable positions and may take into consideration performance, years of experience and other factors.

Work Schedules

Providence Prep full-time staff members generally work 52 weeks per year. For all full-time staff, a normal workweek is 40 hours and a normal full-time day is 8 hours.

School Delayed Opening or Cancellation

The decision to change the normal school/workday schedule is made by the Head of School. If school opening is delayed or is dismissed early, regular full-time employees will be paid for the full day.

Health and Welfare of Students

Child Abuse Prevention

It is the policy of the State of Rhode Island "to protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the mandatory reporting of known or suspected child abuse and neglect, investigation of such reports by a social agency, and provision of services, where needed, to such child and family." (R.I. General Laws § 40-11-1.)

Providence Prep wholeheartedly endorses the State's policy and will enforce that policy within the school setting. Providence Prep will neither condone nor tolerate any form of child abuse or neglect by any employee, nor will Providence Prep accept the failure of any employee to immediately report their reasonable knowledge or suspicion of such child abuse or neglect by any person, including an employee or parent.

Abused or Neglected Child: An "abused and/or neglected child" is a person under the age of eighteen (18) years whose physical or mental health or welfare is harmed or threatened with harm when his or her parent or other person responsible for his welfare:

- A. Inflicts, or allows to be inflicted, upon the child physical or mental injury, including excessive corporal punishment; or
- B. Creates or allows to be created a substantial risk of physical or mental injury to the child, including excessive corporal punishment; or
- C. Commits or allows to be committed, against the child, an act of sexual abuse; or
- D. Fails to supply the child with adequate food, clothing, shelter, or medical care, though financially able to do so; or
- E. Fails to provide the child with a minimum degree of care or proper supervision or guardianship because of his unwillingness or inability to do so; or
- F. Abandons or deserts the child; or
- G. Sexually exploits the child; or
- H. Commits or allows to be committed any sexual offense against the child. R.I. General Laws § 40-11-2(1).

Duty to Report: Any person having “reasonable cause to know or suspect” that any child has been abused or neglected is required to report such knowledge or suspicion within twenty-four (24) hours to DCYF. R.I. Gen. Laws § 40-11-3.

DCYF maintains a statewide toll-free telephone number twenty-four hours a day, seven days a week for receiving reports of child abuse or neglect. The DCYF telephone number is 1-800-742-4453 (1-800-RI CHILD). All telephone reports of abuse or neglect are electronically recorded by DCYF, which is required to keep such reports confidential. R.I. General Laws § 40-11-13.

Immunity from Liability: Any person making a “good faith” report of child abuse or neglect to DCYF has immunity from “any liability, civil or criminal.” This immunity extends to the reporter’s participation in any judicial proceeding resulting from such report. R.I. Gen. Laws § 40-11-4.

Criminal Penalty for Failure to Report: Any person required to report known or suspected child abuse or neglect who knowingly fails to do so, or knowingly prevents another person from doing so, is guilty of a misdemeanor and subject to a fine of up to \$500.00 and/or imprisonment for up to one (1) year. In addition, that person is civilly liable for the damages caused by his failure to report or prevention of another person from reporting. R.I. Gen. Laws § 40-11-6.1.

Procedures: In the event of a known or suspected case of child abuse or neglect, the Providence Prep faculty and staff members shall adhere to the following procedures:

Any faculty or staff member having reasonable knowledge or suspicion that any Providence Prep student has been abused or neglected shall immediately inform the Dean of Students, or if unavailable, the Head of School of that knowledge or suspicion and the facts upon which it is based. The initial oral report must be followed up with a written report within twenty-four (24) hours.

In addition, the employee must also report the same information to DCYF on the toll-free telephone number within twenty-four (24) hours of learning of the information. Whenever a report is made to DCYF, the employee shall immediately prepare a written report to the Dean of Students and Head of School that includes the date and time of call, the name of the person at DCYF who took the call, and a description of the substance of the call.

The failure of any employee to report known or suspected child abuse to the Dean of Students or Head of School or to DCYF may result in disciplinary action, including suspension or dismissal from employment.

The Dean of Students or Head of School will, within twenty-four (24) hours of receiving a report of child abuse or neglect, notify the parent(s) of the child who has been abused or neglected unless the Dean of Students or Head of School reasonably suspects that the parent(s) of the child are responsible for such abuse or neglect or it would otherwise be inappropriate to do so.

The Head of School may meet with the following individuals as soon as possible after receiving a report of child abuse or neglect to discuss the report and determine what, if any, additional action should be taken to protect the child and to fulfill the School's legal obligations: the Dean of Students, the school psychologist, the Director of Finance & Operations, the school nurse and Providence Prep's attorneys.

If the accused is a faculty or staff member, the Head of School will decide whether or not to reprimand, suspend (with or without pay) or dismiss the accused, and will immediately notify the accused in writing of any such action. Any incident will be considered and acted upon on an individual case-by-case basis. Providence Prep's action in one case will have no precedent on any other case.

Confidentiality: The Head of School will confidentially maintain all reports of child abuse or neglect. Only those persons with a "need to know" such as the Head of School, social worker, school nurse, and Providence Prep's attorneys will have access to the reports.

Employee/Student Boundaries

Employees must be cognizant of and maintain certain boundaries with Providence Prep students. Below, you will find a description of boundaries that employees must maintain with students of Providence Prep:

- **Curricular Boundaries:** When discussing themes of morality or emotionally charged issues, employees will be considerate of emotional responses, triggers, or other impacts these discussions may have on students.
- **Emotional Boundaries:** Employees must acknowledge that their own emotional responses will have an effect on his or her students. Employees will always act, speak, and behave in ways that are appropriate for a professional setting and will not have a negative or harmful impact on students.
- **Language Boundaries:** Cursing in front of students is not permitted. Sarcasm, cynicism, jokes, name-calling, or pointed comments may cross a line into unprofessionalism, student discomfort, or even harassment. Appropriate language must be used and modeled at all times.
- **Relationship Boundaries:** Engaging in intimate, romantic, and/or sexual relationships with current or former students is not permitted and may be grounds for immediate dismissal and/or legal action, regardless of age. Out-of-school friendships, where students and employees see each other socially, should be avoided; should an Providence Prep employee and a student (or a former student under the age of 18) have a family or social relationship outside of school, all Providence Prep protocols and standards will apply. Employees may not list current or former Providence Prep students below the age of 18 as "friends" or contacts on social networking sites.

- **Physical Boundaries:** Employees of Providence Prep will never initiate physical contact or touching of any kind with students. If a student initiates certain forms of light physical contact, such as a “high five,” or a brief hug, this contact may not be deemed an infraction so long as the following conditions apply: 1) the student is the initiator; and 2) the contact occurred in a public setting with other students and staff present. An employee should not assume that because a student initiated such contact one occasion that the student will always find such contact acceptable. It is best to avoid physical contact of any kind.
- **Power Boundaries:** Employees will not use their authority to harm a student nor will they allow a student to violate a school rule or law. Employees will not reward or punish a student based on the student’s relationship with the teacher, his/her popularity, or favors done by the student or teacher. Staff will be mindful that spending too much time with one student detracts from time spent with other students.
- **Financial Boundaries:** Employees will not provide their own money to students, or provide services, give gifts, or loan money to an individual student outside the context of formal or informal Providence Prep committees designed for this purpose.
- **Communication Boundaries:** Talking about personal subject matter with students may cross ethical boundaries. When students share personal issues with employees, it is important to discuss and/or disclose these conversations with Providence Prep administration and wraparound/student support committee. Note that some conversations cannot be kept confidential. Employees without proper credentials shall not act as therapists, counselors, or social workers. The wraparound/student support committee should be notified when it is in the interest of the student to provide counseling.

Internet Safety

Providence Prep is committed to the productive use of technology on its network while limiting access for inappropriate or unlawful use. Providence Prep limits user access and distribution of inappropriate material on the Internet, electronic mail, or other forms of direct electronic communications through a firewall and online monitoring system. PROVIDENCE PREP’s systems prevent unauthorized access, unlawful online activity, and dissemination of personal identification information of minors. Providence Prep complies with the Children’s Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

<http://www.fcc.gov/guides/childrens-internet-protection-act>

<http://www.fcc.gov/document/protecting-children-21st-century-act-amendment>

Employees are required to sign acknowledgement of the Technology Policy (attached to this Handbook).

Confidentiality

Providence Prep employees are required to preserve the confidentiality of any and all records containing personally identifiable information. Student and staff records may be confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state privacy laws, and other laws and regulations. Employees of the School may not disclose personally identifiable information about students or employees unless they are certain that such disclosure is permitted by law. The prohibition on disclosure of personally identifiable information extends indefinitely, even after termination of employment

from Providence Preparatory Charter School. See FERPA at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. See IDEA at <http://idea.ed.gov/>.

If in doubt about either the confidentiality of a record or the legality of disclosing information, including to other personnel within Providence Prep, employees should consult with their supervisors or the Director of Finance & Operations, who may in turn consult with legal counsel.

All employees are required to sign a Confidentiality Agreement (attached to this Handbook) which is retained in the personnel files. The requirement may be extended to consultants, independent contractors, volunteers, or any other persons deemed appropriate by the administration of the School.

Student Transportation

As a general rule, staff shall not permit a student to enter personal vehicles, and staff shall not enter a student's personal vehicle. Exceptional circumstances involving the health and/or safety of students or staff may require a staff member to transport a student. In those instances, the following guidelines apply: first, the staff member will notify the Head of School of the situation directly by phone or in person. The Head of School will assess the situation and make a determination on the best course of action. If the staff member is unable to reach the Head of School, the staff member will attempt to contact another administrator for permission. The best course of action may include a staff member waiting with a student while a member of the school's leadership team travels to meet the student and staff member. Under no circumstance will a student be transported in a personal vehicle without the express advance permission of a parent or guardian. Additionally, no student will be transported by a staff member *alone*; should the need to transport a student arise, a staff member will always be accompanied by a second adult staff member.

Safety and Health of Employees

Providence Prep and its Safety Committee are committed to providing safe and healthy facilities for its students and employees. The School complies with all applicable requirements issued by the federal Occupational Safety and Health Administration and the State of Rhode Island.

All staff members are expected to take an active role in promoting and maintaining safe and healthy facilities. Any unsafe or unhealthy condition should be reported to your supervisor, a member of the maintenance staff, or a member of the Safety Committee.

Staff and students will be informed of locations of fire extinguishers, the nurse's offices, and all exits.

Staff and students will be informed of the evacuation and lock-down procedures and signals. Providence Prep is required by state law to perform 15 fire/evacuation drills and 2 lockdown drills each school year. Providence Prep has a comprehensive Safety and Emergency Management Plan, which is on site at each facility and available to all members of the school community.

Harassment, Bullying, Sexual Harassment

Any employee who believes that the actions or words of a fellow employee, vendor, visitor, or others associated with Providence Prep constitute harassment or bullying has a responsibility to

report or to make a complaint as soon as possible to his or her immediate supervisor. If the employee alleges the harassment was committed by the employee's immediate supervisor or the employee is otherwise uncomfortable discussing the complaint with his or her supervisor, the report or complaint should be directed to the Director of Finance & Operations or Head of School.

All complaints of harassment will be investigated and resolved promptly in an impartial manner. In all cases, the employee against whom a complaint has been lodged will be advised of the findings and conclusions. The complaining party shall also be advised of the outcome, where appropriate. Appropriate disciplinary action will be taken against any employee who violates this policy against harassment. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, warning, suspension, or termination. Retaliation against an employee who makes a good faith report or complaint will not be tolerated and will be subject to the same type of discipline as the harassment itself.

Sexual harassment of an employee and retaliation against an employee for filing a good faith complaint of sexual harassment or for cooperating in an investigation of a complaint for sexual harassment is unlawful. Providence Prep is committed to enforcing the requirements of the law with respect to sexual harassment.

Sexual harassment generally refers to any verbal or physical conduct of a sexual nature imposed on the basis of sex by the offender. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other forms of verbal or physical conduct of a sexual nature. Providence Prep condemns all unwelcome behavior of a sexual nature, which is either designed to extort sexual favors from employees as a term or condition of employment, or for the purpose or effect of creating an intimidating, hostile or offensive environment for employees.

Sexual harassment refers to behavior that is not welcome, that is personally offensive, or that fails to respect the rights of others. Sexual harassment may take different forms. Forms of sexual harassment may include but are not limited to:

- Verbal: Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, sexual favors, questions about a person's sexual practices, sexually explicit jokes, lewd comments, sexual insults, etc.
- Non-verbal: Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures, crude cartoons, etc.
- Physical: Unwanted physical contact, including touching, pinching, coerced sexual intercourse or other unwelcome sexual activity, assault, cornering, hugging, kissing, fondling, etc.

Any employee who believes that the actions or words of a fellow employee, vendor, visitor, or others associated with Providence Prep constitute sexual harassment has a responsibility to report or to make a complaint as soon as possible to his or her immediate supervisor. If the employee alleges the harassment was committed by the employee's immediate supervisor or the employee is otherwise uncomfortable discussing the complaint with his or her supervisor, the report or complaint should be directed to the Director of Finance & Operations.

All complaints of harassment will be investigated and resolved promptly in an impartial manner. In all cases, the employee against whom a complaint has been lodged will be advised of the findings and conclusions. The complaining party shall also be advised of the outcome, where appropriate. Appropriate disciplinary action will be taken against any employee who violates this

policy against sexual harassment. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, warning, suspension, or termination. Retaliation against an employee who makes a good faith report or complaint will not be tolerated and will be subject to the same type of discipline as the harassment itself.

Given the nature of this type of discrimination, Providence Preparatory Charter School also recognizes that false accusations of sexual harassment can have serious effects on innocent men and women. Allegations found to be without substance shall be expunged from the records of all employees involved in the allegation. All staff members are expected to act responsibly to establish a pleasant working environment free of discrimination. Staff members are encouraged to raise questions they may have regarding discrimination.

Confidential Employee Assistance Program

As an employer, Providence Prep is concerned with each employee's personal well-being. The School would always prefer to assist an employee in a non-disciplinary context when possible. When an unresolved life problem affects an employee's job performance, we encourage you to seek confidential help through our professional Employee Assistance Program ("EAP") provider. You may request assistance through the School's Head of School or contact Providence Prep's EAP provider directly.

Tobacco Use

For reasons of public health, and in compliance with Rhode Island law, tobacco use, including but not limited to cigarettes, smokeless tobacco, cigars, and pipes, is not permitted during or after school hours at Providence Prep. This prohibition extends to all public and private areas, including but not limited to Providence Prep buildings, Providence Prep grounds, vehicles owned or hired by Providence Prep, and off-campus events sponsored by Providence Prep. This policy applies to all employees, students, and visitors. If you must smoke, you are required to do so at least 100 feet away from Providence Prep grounds.

Following is a link to the applicable State of Rhode Island Department of Health "Rules and Regulations Pertaining to Smoke-Free Public Places and Workplaces":

http://sos.ri.gov/documents/archives/regdocs/released/pdf/DOH/DOH_3628.pdf

Drugs in the Workplace

As a term and condition of employment with Providence Prep, all employees are prohibited from the Providence Prep manufacture, dispensing, possession, or use of illegal drugs and controlled substances on the premises of the School, in vehicles owned, provided, or hired by the School, or at work sites at which School duties are being performed by employees. In addition, the use of alcohol in vehicles owned, hired, or provided by the School, or in the workplace (unless specifically authorized) is prohibited. Alcohol use shall not interfere with employees' abilities to carry out responsibilities of their positions.

This policy is issued, in part, to ensure compliance with the Drug-Free Workplace Act of 1988. The School also recognizes the health risks employees assume for themselves, and actions which may jeopardize the safety of others, when substance abuse interferes with the performance of their job duties.

The School will take appropriate actions consistent with federal, state, and local laws for any violations of this policy. Disciplinary actions resulting from violations of this policy may include satisfactory participation in a substance abuse treatment, counseling, or education program as a condition of reinstatement or continued employment with the School; suspension; termination of employment; and referral for prosecution. In accordance with the Act, employees must, as a condition of employment, notify their supervisor and the Director of Finance & Operations, of the conviction for a criminal drug statute violation occurring in the workplace within five days of such conviction. If an employee is working under grants or contracts funded by a federal agency, the School must within ten days of learning of a drug conviction, notify the funding agency that a violation of this policy has occurred.

Employee Conduct regarding Technology

Employees are expected to maintain the confidentiality of Providence Prep business, information, and records. All passwords and restricted access to School computer systems must be protected.

It is understood that minimal use of equipment such as phones, faxes, copiers/printers, and electronic systems such as internet and electronic mail for personal communication will occasionally take place and is allowable as long as it is infrequent, generally does not occur during working time, does not interfere with School operations, and does not involve activity or behavior that is inappropriate in the workplace.

Employees should not have any expectation of privacy with respect to messages, data, or files sent, received, or stored on the School's electronic mail, voice mail, or computer system. They may be accessed by authorized employees and authorized individuals from outside the School at any time and without notice. The School has the right to monitor any and all voice mail or electronic mail messages. Users of the School's technology systems and equipment must recognize there is no guarantee of privacy associated with the use of the School technology resources. Employees should not expect that electronic mail, voice mail, or other information created or maintained in the system (even those marked "personal" or "confidential") are private, confidential, or secure. The School will inspect the contents of computers, voice mail, or electronic mail in the course of an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means. Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

The School does not condone the illegal duplication of software. The copyright law is clear. The law protects the exclusive rights of the copyright holder and does not give users the right to copy software even for backup purposes unless the manufacturer does not provide a backup copy.

School equipment or property or that of other employees may not be removed from the School without permission of the supervisor. Such property must be returned along with the employee's keys, key fobs, access cards, school cell phone, Providence Prep computer/laptop, and any other School property prior to separation from employment.

Although the School encourages and supports the free exchange of ideas and political viewpoints, it is prohibited from engaging in partisan political activity or permitting its resources to be used for support of such activities. An appearance of a candidate for public office must be

for an educational or informational talk to the School community and must be sponsored by the School.

All staff members are expected to comply with all School policies and procedures as may be in effect or implemented during their employment.

School equipment or property in the care of staff members shall be treated with care. Should damages to school equipment or property occur that require professional repair while under the care and control of staff members due to negligence, misuse, accident, or otherwise, staff members should immediately notify the Director of Finance & Operations of Data/IT Manager. Staff shall be responsible for 50% of the cost of repair charges for the first instance and 100% of the cost of repair charges for each additional instance.

Issuance of Laptops and Cell Phones to Employees

Typically, each full-time employee is issued a Providence Prep-owned laptop and cellular phone for use while employed by Providence Prep. Data plans are also covered. Employees may opt out of using a Providence Prep-owned cell phone in cases where s/he has an active personal cellular phone and commits to sharing the phone number with Providence Prep administrators, colleagues, students, and families for use as the primary point of contact for the employee. Should the employee opt into using his/her personal cell phone, all privacy, confidentiality, ethical, and other related policies apply vis a vis student and family communication. Employees opting to use their own phones will receive a \$25/pay period stipend. Employees may not change between receiving a Providence Prep cellular phone and receiving the stipend; the phone number on record must remain consistent throughout the year.

Employee Conduct with Respect to Students and Families

Providence Prep expects employees to exercise proper decorum and use good judgment to maintain appropriate boundaries in their interactions and relationships with students, families, and guardians. Employees should not give particular students excessive attention; they should communicate with students only on school related activities; and they should maintain professionalism at all times.

The same standards of conduct apply to electronic communications, including but not limited to social networking, electronic mail, text messaging, cell phone, and telephone. Employees may not list current or former Providence Prep students below the age of 18 as “friends” or contacts on social networking sites.

All email communication between staff and students and/or families must occur on school-issued email addresses, rather than personal email addresses. All phone correspondence and text correspondence must be conducted using the phone number that is on record with Providence Prep as the phone number for the employee. This policy does not apply regarding communication between a staff member and a Providence Prep student who is a member of the staff member’s immediate family.

Personal Appearance / Dress Code

Providence Prep expects all employees to present a professional image to students, visitors, and the public. Accordingly, each employee is required to wear appropriate attire while at school or at school related functions. Supervisors are responsible for enforcing this policy, and in so doing

they must make reasonable accommodations for dress or grooming directly related to employees' religion, culture, or disabilities. Supervisors should also specify any additional or alternative requirements necessary for reasons of employee safety or public health.

- Dress code guidelines (Monday through Thursday): Employees must wear business casual clothing that communicates professionalism. Casual business attire means clothing which allows employees to feel comfortable at work, yet is appropriate for a professional environment. Employees may not wear distracting, offensive or revealing clothes. Employees may not wear jeans, shorts, tee-shirts, sweatshirts, athletic shoes, or flip-flops. Business casual clothing may include: sport jacket or suit, khaki pants, chinos or dress slacks, button-down shirts, collared shirts, golf shirts, sweaters or turtlenecks, skirts or dresses that are no more than 2" above the knees, blouses, and tops with sleeves.
- Dress code guidelines for Friday: Employees who would like to dress more casually on Fridays may do so if they make a donation of \$5 into the PROVIDENCE PREP "sunshine fund" -- jeans, tee-shirts or sweatshirts representing a college, university or other general message of positivity, and athletic shoes may be worn.
- Inappropriate Dress: In all instances, clothing should be clean and neat in appearance. Inappropriate dress shall include but not be limited to visible tattoos of an offensive nature (as determined in the sole judgment of Providence Prep); clothing, pins, or hats containing offensive and vulgar language or images; slippers; pajama bottoms; sweat pants; muscle shirts; halter tops; tube tops; revealing or midriff-baring clothing.

The Head of School reserves the right to specify alternative dress requirements based on particular activities or events.

Solicitation in the Workplace

The School may not be used for commercial or political solicitation by employees or by outside persons, agents, or interests. In order to prevent disruption to School operations, interference with work, and inconvenience to other employees, employees may not engage in solicitation or distribution of literature of any kind during working time or in work areas except as indicated below. Employees who are not on working time may not solicit any employee who is on working time for any cause or to distribute literature of any kind. Working time does not include lunch periods or other periods during which employees are not required to perform their job duties. Work area does not include the staff rooms.

Non-employees are prohibited at all times from soliciting employees or distributing literature on school grounds. The posting of written solicitations on School bulletin boards is also restricted.

Visitors in the School Buildings

In order to provide for the safety and security of students, staff members, and facilities, only authorized visitors are allowed in the school buildings. Visitors are required to initially report to the main office to sign in and receive visitor badges. They will receive directions or be escorted to their destinations. Staff members are responsible for the conduct and safety of their visitors. Additional requirements for visitation are described in Providence Prep's Safety Handbook. During school events that are open to the public, or when groups are invited to school events, sign-in and visitor badge procedures may not be practicable. Staff members and volunteers at the events should be alert and cautious to ensure safety and security.

Employee Acknowledgements:

The Employee Handbook describes important information about Providence Prep, and I understand that I should consult my supervisor regarding any questions I have about the Handbook.

I acknowledge that the information, policies, and benefits described in the Handbook are necessarily subject to change, and I acknowledge that revisions to the Handbook may occur. All such changes will be communicated through official notices. I also understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I acknowledge that this Handbook is neither a contract of employment nor a legal document. I have reviewed the Handbook, and I understand that it is my responsibility to read and comply with the policies contained herein and any revisions made to it.

EMPLOYEE SIGNATURE: _____

EMPLOYEE NAME (printed): _____

DATE: _____

Confidentiality Agreement:

Federal law guarantees privacy and confidentiality for students and their records. As an employee at Providence Prep you may under limited circumstances have access to student educational records and other student information that is protected under federal law. Records include files, documents and other materials that contain personally identifiable information on students.

Each student with whom you work has the right to expect that his or her rights and privacy will be protected. Any breach of confidentiality will be reviewed and, if substantiated, could be considered cause for nonrenewal or termination. Other consequences or penalties may apply, as described under federal and other laws.

I hereby declare that I will never under any circumstance disclose any information about a student to anyone other than an authorized school employee or administrator. I will refer all requests for student information to authorized school employees or administrators.

As an employee of Providence Prep, I agree to the following:

- i. I undertake and accept the obligation to protect the privacy and confidentiality of student information, documentation, and records;
- ii. I will not share or disclose any student information to any unauthorized person or use student information for any purpose beyond what is required for my job duties and legally permissible under law;
- iii. I will not discuss the content of any specific student records nor will I disclose personally identifiable student information to unauthorized persons;
- iv. I understand that questions about individual students, information, documentation, or records shall be directed to the appropriate school administrator.

Employee Signature _____
Print Name _____
Date _____

Further information regarding the Family Educational Rights and Privacy Act (FERPA) and other expectations regarding privacy and confidentiality are described in the Providence Prep Employee Handbook.

Technology Policy and Acknowledgement

Providence Prep has established an Internet connection for use by its teachers, administrators, and staff. In addition, staff are assigned an official Providence Prep email address, wireless passwords, and hardware for school business purposes. All Providence Prep employees must read and sign the technology policy and agreement form before computer use or Internet access is permitted.

The Technology Policy applies to all computers and other devices that are owned by Providence Prep, used in Providence Prep facilities, operating on Providence Prep's network, or otherwise associated with Providence Prep (e.g. email addresses, website postings, online commentary, or social media):

- i. Software may not be uploaded or downloaded without prior approval;
- ii. No use of an unauthorized computer, or of another's usernames and passwords;
- iii. No deliberate manipulation and damage to files or computers;
- iv. No activities that knowingly or carelessly interfere with the normal operation of computers or networks;
- v. No attempts to circumvent data protection schemes or uncover security loopholes;
- vi. No use of electronic mail to harass others;
- vii. No displays of sexually explicit or sexually harassing images or text;
- viii. No use of school email that violates student and staff confidentiality;
- ix. No use of school email for personal or professional gain, or unauthorized use of school email for parent or other communication;
- x. No attempts to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software;
- xi. No use of resources for any purpose which violates federal or state laws;
- xii. No reproduction and/or distribution of copyrighted materials without appropriate authorization. Unauthorized copying may constitute plagiarism or theft;
- xiii. No computers are to be logged on while unattended.

Depending on the offense, employee violations of the Providence Prep Technology Policy can result in consequences and may be cause for nonrenewal or termination of employment.

I have read the Technology Policy and fully understand the rules, policies, and guidelines governing computer, device, and Internet usage while employed with Providence Prep.

Employee signature: _____ Date: _____

H. Draft 2021-2022 School Safety Plan

Providence Prep School Safety Plan Draft for 2021-2022 School Year

Local Emergency contacts:

- | | |
|--------------------------------|--------------|
| • Emergency | Dial 911 |
| • Providence Police Department | 401-272-3121 |
| • Providence Fire Department | 401-243-6060 |

School Crisis Response Team:

- Toby Shepherd, Founding Head of School (401-408-3590)
- [School Nurse Teacher TBD]
- [Dean of Students TBD]

Role of the School Crisis Response Team

- During evacuations, coordinates and manages the overall operations of both the Emergency Assembly Area and Emergency Evacuation Area.
- Acts as a point of contact at both the Assembly Area and Evacuation Area.
- Communicates with teachers and school personnel on the status of the evacuation.
- Provides medical assistance to students and school personnel.
- Assists in communicating with non-English speaking parents.
- Arranges, manages, and operates the Parent check-In Area at the Emergency Evacuation Area.
- Processes and authorizes release of students to family members in accordance with the policies and procedures of Providence Prep.
- Allergies

Providence Prep note that budgeted to hire an experienced full-time school nurse teacher in year one of operation. Providence Prep will require all students to maintain a Medical Authorization & Consent Form on file as part of the enrollment process. Certain classrooms at Providence Prep will be designated as peanut/tree nut-free to accommodate students who may have allergies. As the school grows over time, Providence Prep will have additional revenue to supplement this full-time position as necessary. Providence Prep will ensure that all students have access to school-based health services as necessary.

Building Security

- It is better to prevent an incident rather than to have to respond once an incident has occurred. The security of Providence Prep buildings from uninvited and unwanted intrusions is important in the maintenance of student and staff safety.
- Access control is the first line of defense. Access to the school buildings will be limited to those with legitimate school business. With this goal in mind, the following procedures will be routine in our schools.

- All doors leading into school buildings will remain locked to the outside. The main entrance will be used by all individuals entering the building to restrict access to a monitored entrance. (Teachers and other staff with keys or key fobs to other entrances are the only exceptions.) The main doors are equipped with a buzzer to enable entrance to visitors.
- All windows will remain closed and locked at all times. All windows have blinds with complete coverage.
- Throughout the day, teachers and administrators will conduct frequent safety checks to ensure all fire and other external doors are secured.
- All fire doors will remain closed. All internal doors with access to common spaces will have the capacity to be locked from inside. Should fire or other doors provide access to the interior of the school from other areas of the facility, they will be locked on the interior side only.

Visitors

- All visitors must ring the front doorbell. The staff member operating the door will say, “Welcome to Providence Prep. Who are you here to see today?”
- If staff elect to allow access, staff will say “Thank you. Come on in to the main office to sign in and pull the door closed behind you.” Visitors will immediately report to the main office, sign in, and receive a visitor’s pass.
- If staff elect not to let the visitor inside, he/she will immediately say “hold just a moment” and find an administrator. Should an administrator not be immediately available, staff member will say, “Thank you for visiting with us. Would you please call (administrator name) at (phone number) to discuss your business with us today?”
- Should a visitor somehow enter the building without ringing the doorbell or signing in, staff will: 1) politely greet the visitor, 2) identify themselves, 3) ask the purpose of their visit; 4) explain that all visitors must report to the office, and 5) escort them to the office to sign in.
- If the visitor appears agitated, irrational, or refuses to follow the directive to report to the office and then refuses to leave the building in a peaceful manner, the administrator or designee will immediately call the police.
- If police were called and the individual leaves or attempts to leave prior to the police arriving, staff will not attempt to physically detain or fight with the person.
- If possible, staff will follow the person at a safe distance to see what direction he or she goes in and the means of travel (i.e. on foot or in a vehicle).

Intruder who is armed, poses a safety hazard, or refuses to leave the building.

- An intruder is an individual in the school building or facility that has not followed established visitor procedures and may or may not be a safety hazard to the school or facility.

- Should an intruder gain access to the school, the administrator will issue a **LOCKDOWN** and then call the police. The administrator will give the dispatcher all available information regarding: a) the location of the intruder, b) a physical and clothing description, c) and the weapon(s) involved, and d) any statements made by the intruder.
- Administrator will advise the operator that the building is in lockdown. For additional Lockdown Procedures, please see Section II below.

Student & Staff Attendance

- 1) It is essential that building staff have a complete record of all individuals in the school building at all times. All staff members will sign into the Staff Sign-In Book upon arrival each day. All students will sign into the Student Sign-In Book upon arrival each day.
- 2) At the beginning of each class, all teachers will take attendance and bring attendance records along in case of a drill or emergency.

Lockdown Procedures

Lockdown procedures are implemented when a potential or immediate threat is outside of the school building or inside of the building. All teachers, staff, and legitimate visitors will go to rooms where teachers will lock classroom doors.

- 1) Level 1 “soft”: Continue Instruction. This type of lockdown is issued in the event of a situation that requires hallways to be cleared of students. (e.g. medical situation requiring a rescue).
- 2) Level 2 “severe”: Immediate Threat. This type of lockdown is issued in the event of a potentially dangerous situation that would require immediate containment of all students and staff with the appearance of unoccupied classrooms. (e.g. intruder in the building).

The following procedures should be followed when a Level 1 lockdown is called:

- Announcement of: “Level 1 (or “soft”) Lockdown, continue instruction”
- Staff quickly check hallway
- Staff instruct all students to return to their classroom immediately
- Staff pull attendance folder from door holder and account for all students
- Close and lock doors
- Keep students and personnel away from doors and windows
- Continue normal routines, except no one leaves room.
- No students and staff leave room until lockdown is lifted.

The following procedures should be followed when a Level 2 lockdown is called:

- Announcement of “Lockdown!”; whistle blown in a series of three blasts.
- Staff quickly check hallway
- All staff and students go inside nearest room available
- Staff will pull attendance folder from door holder
- Close all doors and lock (if not already locked)

- Draw window shades (windows should already be locked)
- Shut off lights
- Gather students in central area away from the doors and windows. Signal to students to get in a sitting position on the floor and maintain silence. Staff will account for all students in their room.
- Unassigned personnel report to the nearest room capable of being locked
- Explain to students what is happening and keep them calm
- DO NOT open the door once it has been locked. Stay in place until notified by Team Coordinator (building administrator).
- In the event a fire alarm sounds, continue with lockdown unless evidence of a fire (e.g., heat, smoke, fire) are present in the immediate vicinity
- No students or staff will move from their position until lockdown is lifted.

Important Things to Remember During Lockdowns:

- Teachers will quickly check the halls and take any students into the room whether they are in the assigned class or not.
- Administrators will clear the area nearest to them and then go into the nearest classroom or office.
- No one will be let into classrooms after you close the locked door. If someone knocks on the door, ignore the door. IF POLICE OR ADMINISTRATORS need to get into your room they will use a key to enter.
- The signal to end a lockdown drill will be determined by administration and shared at various points during the year. We will never say “the lockdown is complete.” The Head of School or other staff member will recite the announcement above to each room in the building, which will be the code to faculty and staff that we are finished with the lockdown. If someone comes to the space, texts, or otherwise communicates “Lockdown is Complete” that does NOT mean the drill is over. The drill is still in process and you cannot let anyone out of your room or into your room.
- In the event a fire alarm sounds, continue with lockdown unless evidence of a fire (e.g., heat, smoke, fire) are present in the immediate vicinity.

Evacuation Procedures

Should an evacuation be called, the evacuation of Providence Prep school building will take place in two stages.

First Stage of Evacuation

- Announcement of “Evacuation.”
- All students immediately leave their classrooms in an orderly fashion and walk to the nearest exit. Teachers take attendance lists, scan their classroom, and close the door once deemed all clear.
- All students and personnel will immediately walk in an orderly fashion to the Emergency Assembly Area (EAA). Should the direction of the EAA be deemed dangerous or hazardous, administrator will say “Evacuation Secondary Assembly Area” and the secondary EAA will be used.
- School nurse or designee will take the school’s Medical Emergency Duffle Bag and all student medication and information with them to the Emergency Assembly Area.
- School executive assistant or designee will take the Emergency Evacuation Kit with them to the Emergency Assembly Area.

- Once at the Emergency Assembly Area, teachers must report any missing and/or injured students and staff to the school administrator or other authorities present.

Emergency Assembly Areas are specifically selected, and must be at least two building height lengths away from the building being evacuated.

Second Stage of Evacuation

- Once students and staff are accounted for at the EAA, the administrator or authorities present will announce “head to Emergency Evacuation Area.” All students and staff will then proceed to the Emergency Evacuation Area (EEA).
- All evacuated students, staff, and others shall wait at the Emergency Evacuation Area until the authorities deliver additional instructions.
- Should the school be deemed safe and clear, all students and personnel will return to the school building when notified to do so. Attendance will be taken prior to departing the Emergency Evacuation Area. Attendance will then be taken again upon arrival back to school.
- Should the school not be deemed safe and clear, the school administrator or other authorities will notify teachers regarding the process for notification of families and plans for student departure/dismissal. No students may depart from the Emergency Evacuation Area without permission. Once student departure is approved, each student will be appropriately marked on attendance sheets as having departed the Emergency Evacuation Area.

Important Things to Remember During Evacuations:

- Take the closest and safest way out. Use secondary route if primary route is blocked or hazardous- same as a fire drill)
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Check for injuries
- Take attendance often; report missing students

Fire Procedures:

Procedures for evacuation in case of fire:

- Administrator, or person who spots fire, pulls fire alarm
- All students immediately walk in an orderly fashion out the nearest exit.
- Teachers check classrooms are all clear, takes attendance record, turns off lights, and closes door. Teacher exits behind students.
- Nurse or designee takes Emergency Medical Duffel Bag and immediately exits the building.
- Administrator scans remaining rooms, closes all remaining doors, scans hallways, and exits the building.
- Students and all personnel proceed to safe area.
- Once at the safe area, teachers will immediately take attendance. Any missing students or personnel will immediately be reported to the administrator.
- Students or personnel may only return to the building if the school administrator or fire department deems it safe to return.

Providence Prep complies with legal and regulatory requirements for fire drill reporting. 15 drills are required each year; 7 must be obstructed drills.

Procedures are same as above. If obstructed drill, a designated person will stand in

an exit and announce the exit is obstructed.

Unattended Item Procedures

In the event an “unattended” or “suspicious” item is found on school property or inside the school building, the following procedures will be followed:

- Under no circumstances will staff touch or attempt to remove the suspicious item or package.
- The administrator will be notified. The administrator will cordon off and monitor the immediate area.
- The administrator will call the police.
- The administrator will provide the operator with as much information as possible about the item. What does it look like? Where was it found? Who found it? Is there any odor or sound coming from the item?
- If the object is inside the building and determined to be dangerous, the Head of School will issue a Building Evacuation.
- Students will take all personal belongings within the immediate vicinity with them.
- If the object is outside the building and determined to be dangerous, the administrator will issue a Lockdown with procedures to provide maximum distance from between the object and building occupants.

In the event an unattended weapon is found on school property or inside the

- school building, the following procedures will be followed:
 - Under no circumstances will staff touch or attempt to remove the weapon.
 - The administrator will be notified. The administrator will cordon off and monitor the immediate area.
 - The administrator will notify police.
 - Administrator will provide police with information regarding:
 - type of weapon
 - where it was found
 - who found it
 - when it was found
 - who handled it since it was found, and
 - whether there are any suspects.

Chemical Release Procedures

Providence Prep maintains a specific list of the location and approximate quantity of chemicals and/or hazardous materials that are kept on school property.

Procedures for In-School Chemical Release

In the event of a chemical spill inside a school building or facility:

- Administrator calls for a building evacuation.
- Administrator calls 911
- Administrator provides information to the operator such as the type of chemical released, the amount, the location of the release, the proximity to students and staff, etc.

Procedures for Off-Site/Nearby Chemical Release

In the event of a chemical spill outside but nearby a school building or facility:

- The administrator will call the fire department and follow all orders.
- The administrator will instruct the custodian to shut down HVAC system.
- All outside windows and doors will be shut and locked by the faculty and/or custodial staff.
- All doors to classrooms and offices will be closed.
- Students who are outside will immediately be brought into the school.
- If ordered, students and faculty will be moved out of windowed areas and sheltered in another location within the building.
- No one will leave the facility unless instructed by authorities.
- The Head of School will direct all faculty and staff members to meet to discuss the lockdown or evacuation at the earliest available time but no more than 2 days following the lockdown or evacuation.

Explosion Procedures

- After explosions, teachers take attendance and determine injuries and missing students. Administrator calls 9-1-1.
- Seriously injured people will not be moved. A staff member will stay with an injured student and make an arrangement (with a neighboring teacher or unassigned staff member) for remaining students to evacuate when ordered to do so by authorities.
- Administrator provides operator with as much information as possible: location of explosion, type of explosion, any known injuries, etc.
- Administrator will inform operator that a total building evacuation is being ordered and have students and personnel follow Evacuation Procedures.

Bomb Threat Procedures

Persons receiving threats to bomb a school building must be prepared to ask certain questions and take note of certain characteristics of the call itself and the person making the call.

- Listen carefully to the caller's voice and background noises. Stay on the phone as long as possible.
- Receiver of call may ask questions such as when it is going to explode, where it is located, what type of bomb is it, what does it look like, did you place the bomb or do you know someone who did.
- Head of School will call 911. Head of School will provide operator with as much information as possible and inform operator that a total building evacuation is being ordered.
- Head of School orders Building Evacuation
- Students should take all personal possessions within the immediate vicinity with them (including coats and book bags) but should not be allowed to go to their lockers.
- Everyone follows Building Evacuation Procedures.
- NO ONE is allowed to re-enter the school building once a building evacuation is ordered.
- The Head of School will direct all faculty and staff members to meet to discuss the evacuation at the earliest possible time but no later than 2 days following the evacuation.

The Emergency Evacuation Kit should contain the following:

- A copy of the school crisis and safety plan, which contains emergency telephone numbers

- Student release sign-out sheets.
- Copies of all student and staff emergency contact/release information.
- Information regarding any student or staff with medical problems that may be impacted by the evacuation emergency.
- Flashlight and extra batteries.
- Writing tablets and pencils
- Bullhorn
- Cell Phone/Walkie-talkie/radios

Separately from the Emergency Evacuation Kit is the Medical Emergency Duffle Bag. The Duffle Bag should be prepared and ready in an emergency. During the emergency this Duffle Bag should follow the students to their various locations.

The Medical Emergency Duffle Bag will contain the following:

- Epi-pens
- Emergency medications and information about medical needs
- A first-aid kit

I. Course of Study / Course Offerings

i. Fifth Grade Curriculum Overview

Honors English Language Arts *Supported by Amplify ELA*

- Personal Narratives: This unit examines the genre of personal narratives, including nonfiction works written by a first-person narrator involved in the events being described.
- American Civilizations: Students study the geography, climate, flora, and fauna of the Americas and the rise and fall of the Maya, Aztec, and Inca civilizations
- Poetry: Students explore poetry, training in methods and devices poets use and learning to read, write, and interpret formal and free verse poems
- Adventures of Don Quixote: In this unit students trace the development of plot, characters, and literary elements while reading a full-length, adapted version of *Don Quixote*
- The Renaissance: This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters.
- The Reformation: This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the political power in Europe
- A Midsummer Night's Dream: This unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance.
- Native Americans: Students learn how settlers, explorers, and the American government in the 1800s affected Native American cultures and their relationship with the land.
- Chemical Matter: Students learn about chemistry and close-reading through a literary and informational work, *The Badlands Sleuth*, in which the protagonist uses chemistry to solve mysteries
- Writing Quest: Students interact with a classroom pet that learns and grows with their writing. This Quest features a digital environment controlled by the teacher.

Honors Math *Supported by HMH Into Math*

- Whole Numbers, Expressions and Volume: Whole Number Place Value and Multiplication, Understand Division of Whole Numbers, Practice Division of Whole Numbers, Expressions, Volume
- Add and Subtract Fractions and Mixed Numbers: Understand Addition and Subtraction of Fractions with Unlike Denominators, Add and Subtract Fractions and Mixed Numbers with Unlike Denominators
- Multiply Fractions and Mixed Numbers: Understand Multiplication of Fractions, Understand and Apply Multiplication of Mixed Numbers
- Divide Fractions and Convert Customary Units: Understand Division with Whole Numbers and Unit Fractions, Divide with Whole Numbers and Unit Fractions, Customary Measurement
- Add and Subtract Decimals: Decimal Place Value, Add and Subtract Decimals
- Multiply Decimals: Multiply Decimals and Whole Numbers, Multiply Decimals
- Divide Decimals and Convert Metric Units: Divide Decimals, Customary and Metric Measurement
- Graphs, Patterns and Geometry: Graphs and Patterns, Classify Two-Dimensional Figures

Honors Science *Supported by Amplify Science*

- Patterns of Earth and Sky: Playing the role of astronomers, students help a team of archaeologists figure out what the missing piece of a recently discovered artifact might have depicted
- Modeling Matter: In their role as food scientists at a fictional company, students are introduced to the idea that all matter is made of particles too small to see, and that each different substance is made of particles (molecules) that are unique.
- The Earth System: As water resource engineers, students learn about the Earth system to help figure out what is causing the water shortage problem and design possible solutions, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.
- Ecosystem Restoration: As ecologists, students work to figure out why the organisms in a part of a Costa Rican rainforest ecosystem aren't growing and thriving.

Honors Humanities: *Supported by local and national curricular materials. Note here that these learning objectives align to the Core Knowledge History & Geography middle school curriculum. We anticipate building on these resources with our founding faculty.*

- World Lakes: Students learn about the benefits and resources provided by lakes, including, in Asia, the Caspian and Aral Seas; in Africa, Lakes Victoria, Tanganyika, and Chad; in South America, Lakes Maracaibo and Titicaca; and, in North America, Lakes Superior, Huron, Michigan, Erie, and Ontario.
- Maya, Aztec, and Inca Civilizations: Students explore ruins of ancient Maya temples and pyramids as they learn about Maya culture, including their knowledge of astronomy and mathematics
- The Age of Exploration: Students learn about motivations for European exploration, including profit from the trade of goods such as gold, silk, sugar, and spices, as well as the desire to spread Christianity.
- The Renaissance: Students learn how artists were supported by patrons, such as the wealthy Medici family, or Pope Julius II for whom Raphael painted frescoes and Michelangelo the ceiling of the Sistine Chapel
- The Reformation: Students learn how Gutenberg's printing press made the Bible widely available and encouraged the spread of literacy. Students learn what led Martin Luther and John Calvin, the most influential leaders of the Reformation, to protest against the authority of the Catholic Church.
- England and the Golden Age: Students learn about Henry VIII and the founding of the Church of England
- Early Russia: Students learn how, after the fall of Constantinople, Moscow emerged as the center of the Eastern Orthodox Church
- Feudal Japan: Students explore how Japan's geography as an island nation influenced its culture and history, especially its long isolationism.
- Geography of the United States: This unit reinforces map and globe skills as students learn about the geographic characteristics of different regions of the United States: New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, and West Coast.
- Westward Expansion Before the Civil War: This unit explores how and why Americans moved west from the early to mid-nineteenth century
- The Civil War: Students learn how arguments over slavery and states' rights, and the election of Abraham Lincoln, led to Southern secession and armed conflict
- Westward Expansion After the Civil War: Students learn how the prospect of gold or silver lured many adventurers westward, while millions of settlers were drawn by the Homestead Act, which Congress passed to encourage western settlement

- Native Americans: Cultures and Conflicts: Students learn about the diverse ways of life of Native American peoples in the Great Basin and Plateau regions, the Northern and Southern Plains, and the Pacific Northwest

ii. Sixth Grade Curriculum Overview

Honors English Language Arts *Supported by Amplify ELA*

- Dahl & Narrative: Students will observe how authors create characters
- Mysteries & Investigations: Students will assess the credibility of evidence to support conclusions
- The Chocolate Collection: Students will identify various sources' perspectives on a topic
- The Greeks: Students will analyze what symbolic characters show about human nature
- Summer of the Mariposas: Students will trace a character's arc from the beginning of a novel to the end
- The Titanic Collection: Students will compare and contrast perspectives on a single event

Honors Math *Supported by HMH Into Math*

- Number Systems and Operations: Integer Concepts, Rational Number Concepts, Fraction Division, Fluency with Multi-Digit Decimal Operations
- Ratio and Rate Reasoning: Ratios and Rates, Apply Ratios and Rates to Measurement, Understand and Apply Percent
- Expressions, Equations, and Inequalities: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables
- Relationships in Geometry: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables
- Data Collection and Analysis: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables

Honors Science: *Supported by Amplify Science*

- Microbiome: Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.
- Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes.
- Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers.
- Traits and Reproduction: Students act as student geneticists to investigate what causes variation in spider silk traits
- Thermal Energy: Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another
- Ocean, Atmosphere and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event

- Weather Patterns: Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown.
- Earth's Changing Climate: Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.
- Earth's Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change.

Honors Humanities: *Supported by Core Knowledge History & Geography*

- World Deserts: students review skills of using maps and globes and then apply those skills in learning about deserts of the world.
- Ancient Greece & Rome: students explore how the cultural and political traditions of ancient Greece and Rome have influenced Western society more profoundly than perhaps any other civilizations in world history
- The Enlightenment: Students explore the ideas of influential writers, scientists, and philosophers in Western Europe from the late 1600s through the 1700s.
- The French Revolution and Romanticism: Students explore how Enlightenment ideas of freedom, equality, and natural rights, as well as the recent American Revolution, helped ignite the French Revolution in 1789, bringing down the *ancien régime*—the “old order,” with its indulgent absolute monarchy and rigid social classes
- The Industrial Revolution: Changes and Challenges: students examine the sweeping transformation in how people worked and lived during the Industrial Revolution, 1760s–1830s.
- Independence of Latin America: students explore the wave of independence movements that led to the liberation of French, Spanish, and Portuguese Latin American colonies, beginning in the late 1700s and lasting into the early 1900s
- Immigration: students investigate the history of immigration to America in the 1800s and early 1900s and the reasons why so many people left their home countries to better their lives in “the land of opportunity.”
- Industrialization and Urbanization in America: students explore the significant demographic and economic shifts that took place in the United States in the late 1800s and early 1900s, as the rise of big business ushered in an era of industrialization and urbanization across the country.
- Reform in Industrial America: students examine the groups and individuals who worked for political, economic, and social reform in America in the late 1800s and early 1900s

iii. Seventh Grade Curriculum Overview

Honors English Language Arts *Supported by Amplify ELA*

1. Red Scarf Girl & Narrative: Students will Examine the differences between a character's thoughts and actions
2. Character & Conflict: Students will Analyze a character's unconscious motivations
3. Brain Science: Students will Synthesize information from multiple texts to develop understanding of a topic
4. Poetry & Poe: Students will Evaluate the reliability of a fictional narrator
5. The Frida & Diego Collection: Students will Identify various sources' perspectives on a topic

6. The Gold Rush Collection: Students will Explore how circumstances united a diverse group of historical characters

Honors Math Supported by *HMH Into Math*

- Proportional Relationships: Identify and Represent Proportional Relationships, Proportional Reasoning with Percents
- Rational Number Operations: Understand Addition and Subtraction of Rational Numbers, Add and Subtract Rational Numbers, Multiply and Divide Rational Numbers, Solve Multi-Step Problems Using Rational Numbers
- Model with Expressions, Equations and Inequalities: Solve Problems Using Expressions and Equations, Solve Problems Using Inequalities
- Geometry: Draw and Analyze Two-Dimensional Figures, Analyze Figures to Find Circumference and Area, Analyze Surface Area and Volume
- Sampling and Data Analysis: Proportional Reasoning with Samples, Use Statistics and Graphs to Compare Data
- Probability: Understand and Apply Experimental Probability, Understand and Apply Theoretical Probability

Honors Science: Supported by *Amplify Science*

- Geology on Mars: In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava.
- Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America
- Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region
- Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle and learn about how rock forms and transforms, driven by different energy sources.
- Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan
- Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies
- Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield
- Populations and Resources: In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause
- Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems

Honors Humanities: Supported by *Core Knowledge History & Geography*

- America Becomes a World Power: Expansion of the US Navy and the Spanish-American War
- World War I: The Great War, 1914-1918: History and the Geography of Western and Central Europe,

- The Russian Revolution: History and Geography
- America from the Twenties to the New Deal: America in the Twenties, the Great Depression, Roosevelt and the New Deal
- World War II: Rise of Totalitarianism in Europe, World War in Europe, Pacific, and at home
- Geography of the United States: Physical Features, Cities and Regions

iv. Eighth Grade Curriculum Overview

Honors English Language Arts *Supported by Amplify ELA*

- Perspectives & Narratives: Students will notice the impact of author's craft and structure
- Liberty & Equality: Students will evaluate the argument and specific claims in a narrative text
- Science & Science Fiction: Apply abstract concepts to an author's portrayal of a character
- Shakespeare's Romeo & Juliet: Students will connect characters' development to a conceptual framework
- Holocaust: Memory & Meaning: Students will synthesize multiple accounts to develop understanding and empathy
- The Space Race Collection: Students will compare and contrast perspectives on a topic

Honors Math *Supported by HMH Into Math*

- Transformational Geometry: Transformations and Congruence, Transformations and Similarity
- Linear Equations and Applications: Solve Linear Equations, Angle Relationships
- Relationships and Functions: Proportional Relationships, Understand and Analyze Functions, Systems of Linear Equations
- Statistics and Probability: Scatter Plots, Two-Way Tables
- Real Numbers and the Pythagorean Theorem: Real Numbers, Pythagorean Theorem
- Exponents, Scientific Notation and Volume: Exponents and Scientific Notation, Volume

Honors Science *Supported by Amplify Science*

- Harnessing Human Energy: Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions
- Force and Motion: Students explore principles of force, motion, mass, and collisions as they solve a mystery involving asteroid samples from outer space
- Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that will be dropped in areas experiencing a natural disaster
- Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development).
- Light Waves: In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage.
- Earth, Moon and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon

- Natural Selection: Student biologists investigate what caused the roughskinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.
- Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan
- Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil

Honors Humanities: *Supported by Core Knowledge History & Geography*

- Decline of European Colonialism: Breakup of the British Empire, Creation of the People's Republic of China
- The Cold War: Origins of the Cold War, the Korean War, Americans in the Cold War
- The Civil Rights Movement: Segregation & desegregation, Montgomery Bus Boycott, Nonviolent challenges to segregation, President Johnson, Assassination of Martin Luther King Jr and Robert F Kennedy
- Vietnam War and the Rise of Social Activism: The Vietnam War and Social / Environmental activism
- Middle East and Oil Politics: History & Geography of the Middle East,
- End of the Cold War: Détente, Breakup of the USSR, China under Communism, the End of Apartheid in South Africa,
- Civics: The Constitution – Principles and Structures of American Democracy: US Constitution, Bill of Rights, Branches of Government,
- Geography of Canada and Mexico

Fifth Grade			
ELA	Math	Science	Humanities
<p>Personal Narratives: This unit examines the genre of personal narratives, including nonfiction works written by a first-person narrator involved in the events being described.</p>	<p>Whole Numbers, Expressions and Volume: Whole Number Place Value and Multiplication, Understand Division of Whole Numbers, Practice Division of Whole Numbers, Expressions, Volume</p>	<p>Patterns of Earth and Sky: Playing the role of astronomers, students help a team of archaeologists figure out what the missing piece of a recently discovered artifact might have depicted</p>	<p>World Lakes: Students learn about the benefits and resources provided by lakes, including, in Asia, the Caspian and Aral Seas; in Africa, Lakes Victoria, Tanganyika, and Chad; in South America, Lakes Maracaibo and Titicaca; and, in North America, Lakes Superior, Huron, Michigan, Erie, and Ontario.</p>

American Civilizations: Students study the geography, climate, flora, and fauna of the Americas and the rise and fall of the Maya, Aztec, and Inca civilizations	Add and Subtract Fractions and Mixed Numbers: Understand Addition and Subtraction of Fractions with Unlike Denominators, Add and Subtract Fractions and Mixed Numbers with Unlike Denominators	Modeling Matter: In their role as food scientists at a fictional company, students are introduced to the idea that all matter is made of particles too small to see, and that each different substance is made of particles (molecules) that are unique.	Maya, Aztec, and Inca Civilizations: Students explore ruins of ancient Maya temples and pyramids as they learn about Maya culture, including their knowledge of astronomy and mathematics
Poetry: Students explore poetry, training in methods and devices poets use and learning to read, write, and interpret formal and free verse poems	Multiply Fractions and Mixed Numbers: Understand Multiplication of Fractions, Understand and Apply Multiplication of Mixed Numbers	The Earth System: As water resource engineers, students learn about the Earth system to help figure out what is causing the water shortage problem and design possible solutions, including freshwater collection systems and proposals for using chemical reactions to treat wastewater.	The Age of Exploration: Students learn about motivations for European exploration, including profit from the trade of goods such as gold, silk, sugar, and spices, as well as the desire to spread Christianity.
Adventures of Don Quixote: In this unit students trace the development of plot, characters, and literary elements while reading a full-length, adapted version of <i>Don Quixote</i>	Divide Fractions and Convert Customary Units: Understand Division with Whole Numbers and Unit Fractions, Divide with Whole Numbers and Unit Fractions, Customary Measurement	Ecosystem Restoration: As ecologists, students work to figure out why the organisms in a part of a Costa Rican rainforest ecosystem aren't growing and thriving.	The Renaissance: Students learn how artists were supported by patrons, such as the wealthy Medici family, or Pope Julius II for whom Raphael painted frescoes and Michelangelo the ceiling of the Sistine Chapel
The Renaissance: This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters.	Add and Subtract Decimals: Decimal Place Value, Add and Subtract Decimals		The Reformation: Students learn how Gutenberg's printing press made the Bible widely available and encouraged the spread of literacy. Students learn what led Martin Luther and John Calvin, the most influential

			leaders of the Reformation, to protest against the authority of the Catholic Church.
The Reformation: This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the political power in Europe	Multiply Decimals: Multiply Decimals and Whole Numbers, Multiply Decimals		England and the Golden Age: Students learn about Henry VIII and the founding of the Church of England
A Midsummer Night's Dream: This unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance.	Divide Decimals and Convert Metric Units: Divide Decimals, Customary and Metric Measurement		Early Russia: Students learn how, after the fall of Constantinople, Moscow emerged as the center of the Eastern Orthodox Church
Native Americans: Students learn how settlers, explorers, and the American government in the 1800s affected Native American cultures and their relationship with the land.	Graphs, Patterns and Geometry: Graphs and Patterns, Classify Two-Dimensional Figures		Feudal Japan: Students explore how Japan's geography as an island nation influenced its culture and history, especially its long isolationism.
Chemical Matter: Students learn about chemistry and close-reading through a literary and informational work, <i>The Badlands Sleuth</i> , in which the protagonist uses chemistry to solve mysteries			Geography of the United States: This unit reinforces map and globe skills as students learn about the geographic characteristics of different regions of the United States: New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain,

			Southwest, and West Coast.
Writing Quest: Students interact with a classroom pet that learns and grows with their writing. This Quest features a digital environment controlled by the teacher.			Westward Expansion Before the Civil War: This unit explores how and why Americans moved west from the early to mid-nineteenth century
			The Civil War: Students learn how arguments over slavery and states' rights, and the election of Abraham Lincoln, led to Southern secession and armed conflict
			Westward Expansion After the Civil War: Students learn how the prospect of gold or silver lured many adventurers westward, while millions of settlers were drawn by the Homestead Act, which Congress passed to encourage western settlement
			Native Americans: Cultures and Conflicts: Students learn about the diverse ways of life of Native American peoples in the Great Basin and Plateau regions, the

			Northern and Southern Plains, and the Pacific Northwest
Sixth Grade			
ELA	Math	Science	Humanities
Dahl & Narrative: Students will observe how authors create characters	Number Systems and Operations: Integer Concepts, Rational Number Concepts, Fraction Division, Fluency with Multi-Digit Decimal Operations	Microbiome: Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a C. difficile infection.	World Deserts: students review skills of using maps and globes and then apply those skills in learning about deserts of the world.
Mysteries & Investigations: Students will assess the credibility of evidence to support conclusions	Ratio and Rate Reasoning: Ratios and Rates, Apply Ratios and Rates to Measurement, Understand and Apply Percent	Metabolism: Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes.	Ancient Greece & Rome: students explore how the cultural and political traditions of ancient Greece and Rome have influenced Western society more profoundly than perhaps any other civilizations in world history
The Chocolate Collection: Students will identify various sources' perspectives on a topic	Expressions, Equations, and Inequalities: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables	Metabolism: Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers.	The Enlightenment: Students explore the ideas of influential writers, scientists, and philosophers in Western Europe from the late 1600s through the 1700s.

The Greeks: Students will analyze what symbolic characters show about human nature	Relationships in Geometry: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables	Traits and Reproduction: Students act as student geneticists to investigate what causes variation in spider silk traits	The French Revolution and Romanticism: Students explore how Enlightenment ideas of freedom, equality, and natural rights, as well as the recent American Revolution, helped ignite the French Revolution in 1789, bringing down the <i>ancien régime</i> —the “old order,” with its indulgent absolute monarchy and rigid social classes
Summer of the Mariposas: Students will trace a character’s arc from the beginning of a novel to the end	Data Collection and Analysis: Numerical and Algebraic Expressions, Solve Problems Using Equations and Inequalities, Real-world Relationships between Variables	Thermal Energy: Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another	The Industrial Revolution: Changes and Challenges: students examine the sweeping transformation in how people worked and lived during the Industrial Revolution, 1760s–1830s.
The Titanic Collection: Students will compare and contrast perspectives on a single event		Ocean, Atmosphere and Climate: Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event	Independence of Latin America: students explore the wave of independence movements that led to the liberation of French, Spanish, and Portuguese Latin American colonies, beginning in the late 1700s and lasting into the early 1900s
		Weather Patterns: Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy	Immigration: students investigate the history of immigration to America in the 1800s and early 1900s and the

		transfer, and wind influence local weather patterns in a fictional town called Galetown.	reasons why so many people left their home countries to better their lives in “the land of opportunity.”
		Earth’s Changing Climate: Students consider claims about changes to energy from the sun, to the atmosphere, to Earth’s surface, or in human activities as contributing to climate change.	Industrialization and Urbanization in America: students explore the significant demographic and economic shifts that took place in the United States in the late 1800s and early 1900s, as the rise of big business ushered in an era of industrialization and urbanization across the country.
		Earth’s Changing Climate: Engineering Internship: Students act as civil engineering interns to design a plan to modify a city’s roofs in order to reduce the city’s impact on climate change.	Reform in Industrial America: students examine the groups and individuals who worked for political, economic, and social reform in America in the late 1800s and early 1900s
Seventh Grade			
ELA	Math	Science	Humanities
Red Scarf Girl & Narrative: Students will Examine the differences between a character’s thoughts and actions	Proportional Relationships: Identify and Represent Proportional Relationships, Proportional Reasoning with Percents	Geology on Mars: In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava.	America Becomes a World Power: Expansion of the US Navy and the Spanish-American War

Character & Conflict: Students will Analyze a character's unconscious motivations	Rational Number Operations: Understand Addition and Subtraction of Rational Numbers, Add and Subtract Rational Numbers, Multiply and Divide Rational Numbers, Solve Multi-Step Problems Using Rational Numbers	Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America	World War I: The Great War, 1914-1918: History and the Geography of Western and Central Europe,
Brain Science: Students will Synthesize information from multiple texts to develop understanding of a topic	Model with Expressions, Equations and Inequalities: Solve Problems Using Expressions and Equations, Solve Problems Using Inequalities	Plate Motion: Engineering Internship: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region	The Russian Revolution: History and Geography
Poetry & Poe: Students will Evaluate the reliability of a fictional narrator	Geometry: Draw and Analyze Two-Dimensional Figures, Analyze Figures to Find Circumference and Area, Analyze Surface Area and Volume	Rock Transformations: Taking on the role of student geologists, students investigate a geologic puzzle and learn about how rock forms and transforms, driven by different energy sources.	America from the Twenties to the New Deal: America in the Twenties, the Great Depression, Roosevelt and the New Deal
The Frida & Diego Collection: Students will Identify various sources' perspectives on a topic	Sampling and Data Analysis: Proportional Reasoning with Samples, Use Statistics and Graphs to Compare Data	Phase Change: Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan	World War II: Rise of Totalitarianism in Europe, World War in Europe, Pacific, and at home
The Gold Rush Collection: Students will Explore how circumstances united a diverse group of historical characters	Probability: Understand and Apply Experimental Probability, Understand and Apply Theoretical Probability	Phase Change: Engineering Internship: Students act as chemical engineering interns to design an incubator for low-birthweight babies	Geography of the United States: Physical Features, Cities and Regions

		Chemical Reactions: In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield	
		Populations and Resources: In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause	
		Matter and Energy in Ecosystems: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems	
Eighth Grade			
ELA	Math	Science	Humanities
Perspectives & Narratives: Students will notice the impact of author's craft and structure	Transformational Geometry: Transformations and Congruence, Transformations and Similarity	Harnessing Human Energy: Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions	Decline of European Colonialism: Breakup of the British Empire, Creation of the People's Republic of China
Liberty & Equality: Students will evaluate the argument and specific claims in a narrative text	Linear Equations and Applications: Solve Linear Equations, Angle Relationships	Force and Motion: Students explore principles of force, motion, mass, and collisions as they solve a mystery involving asteroid samples from outer space	The Cold War: Origins of the Cold War, the Korean War, Americans in the Cold War

Science & Science Fiction: Apply abstract concepts to an author's portrayal of a character	Relationships and Functions: Proportional Relationships, Understand and Analyze Functions, Systems of Linear Equations	Force and Motion: Engineering Internship: Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that will be dropped in areas experiencing a natural disaster	The Civil Rights Movement: Segregation & desegregation, Montgomery Bus Boycott, Nonviolent challenges to segregation, President Johnson, Assassination of Martin Luther King Jr and Robert F Kennedy
Shakespeare's Romeo & Juliet: Students will connect characters' development to a conceptual framework	Statistics and Probability: Scatter Plots, Two-Way Tables	Magnetic Fields: As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development).	Vietnam War and the Rise of Social Activism: The Vietnam War and Social / Environmental activism
Holocaust: Memory & Meaning: Students will synthesize multiple accounts to develop understanding and empathy	Real Numbers and the Pythagorean Theorem: Real Numbers, Pythagorean Theorem	Light Waves: In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage.	Middle East and Oil Politics: History & Geography of the Middle East,
The Space Race Collection: Students will compare and contrast perspectives on a topic	Exponents, Scientific Notation and Volume: Exponents and Scientific Notation, Volume	Earth, Moon and Sun: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the moon	End of the Cold War: Détente, Breakup of the USSR, China under Communism, the End of Apartheid in South Africa,

		Natural Selection: Student biologists investigate what caused the roughskinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.	Civics: The Constitution – Principles and Structures of American Democracy: US Constitution, Bill of Rights, Branches of Government,
		Natural Selection: Engineering Internship: Students act as biomedical engineering interns to design a malaria treatment plan	Geography of Canada and Mexico: Provinces, languages, natural resources
		Evolutionary History: Students act as student paleontologists to discover the evolutionary history of a mystery fossil	

J. Sample Weekly Progress Report

Eighth Grade Weekly Progress Report
Week of _____

Teacher's Name:
Student's Name:

- Attendance: Lucas has missed 6 days so far this school year, including 2 days this quarter. Please let us know if we can help support John getting to school on-time every day.
- Homework completion: Lucas completed 100% of his homework on time this week. Great job!

Content Area	Teacher Comments	Student Comments	Guardian Comments
Honors ELA	Lucas showed great skill evaluating different primary texts from the Holocaust this week.		
Honors Math	Lucas needs a little help with scatter plots. We will work on this next week in his personalized acceleration hour.		
Honors Science	Lucas loves the magnetic spacecraft launcher project. He has been helping his peers in class.		
Honors Humanities	Lucas asked great questions this week regarding the Montgomery Bus Boycott.		

Day of the Week	Prep Dollars Earned	Student comments
Monday	10	I earned 45 Prep dollars this week. I struggled on Thursday, but am proud that I got back on track on Friday. I'm saving up to buy wireless headphones from the school store before winter break.
Tuesday	9	
Wednesday	10	
Thursday	6	
Friday	10	

- School Announcements / Upcoming Events: Reminder! The Rube Goldberg Signature Experience is only two weeks away! Call the school to sign up to volunteer.

Teacher signature:	Student signature:	Guardian signature:
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K. Draft 2021-2022 Student Handbook

Providence Prep Student & Family Handbook Draft for 2021-2022 School Year

Mission statement

The mission of Providence Preparatory Charter School is to prepare a diverse group of Providence middle school students for success in college-preparatory secondary schools.

Academic Program

The academic year is divided into four quarters. The curriculum offers honors-level courses in Mathematics, Language Arts, Scientific Inquiry & Experimentation and the Humanities. The curriculum also offers opportunities for athletics, the arts, and a daily opportunity for a yoga and mindfulness break. Each day offers a full hour for personalized intervention or acceleration, and each day begins and closes with a grade-level community meeting.

Our curriculum ensures that all students master 120 specific grade-level content objectives and seven essential skills (Analyzing, Questioning, Listening, Speaking, Writing, Synthesizing and Problem Solving). Additionally, each student participates in four one to two signature experiences each year. Signature experiences include overnight trips, design challenges and internships in the later grades.

Calendar

Research has clearly demonstrated the link between time in school and educational outcomes. According to literature, student achievement scores decline over summer by at least one month's worth of school-year learning. Income correlated achievement gaps also grow during the summer. For this reason, Providence Prep prioritizes an extended school day and a year-round school program. As our 2021-2022 calendar demonstrates, Providence Prep will offer 224 full-days of instruction – nearly 25% more instructional days than the typical school calendar in Rhode Island. Providence Prep will be closed for the Federal holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, MLK Day, President's Day, Memorial Day and Independence Day). Our school calendar also includes nine mandatory Saturday school days.

2021-2022 Key Dates:

9/7/21 - 11/30/21 Quarter One	9/7/21	First Day of School
	9/18/21	Saturday School
	9/20/21 - 9/24/21	Signature Experience #1
	10/11/21	Indigenous People's Day
	10/16/21	Saturday School
	11/11/21	Veterans Day
	11/20/21	Saturday School

	11/24/21 - 11/26/21	Thanksgiving Break
	11/30/21	Student led parent conference
	12/18/21	Saturday School

12/1/21 - 2/28/22 Quarter Two	12/6/21 - 12/10/21	Signature Experience #2
	12/18/21	Saturday School
	12/23/21 - 1/3/22	Winter Break
	1/17/22	MLK Day
	1/22/22	Saturday School
	2/12/22	Saturday School
	2/14/22 - 2/21/22	February Break
	2/28/22	Student led parent conference

3/1/22 - 5/31/22 Quarter Three	3/7/22 - 3/11/22	Signature Experience #3
	3/19/22	Saturday School
	4/9/22	Saturday School
	4/11/22 - 4/15/22	April Break
	5/21/22	Saturday School
	5/30/22	Memorial Day
	5/31/22	Student led parent conference

6/1/22 - 9/5/22 Quarter Four	6/6/22 - 6/10/22	Signature Experience #4
	6/18/22	Saturday School
	6/27/22 - 7/8/2022	Summer Mini Break #1
	8/19/22	Student led parent conference
	8/22/22 - 9/5/22	Summer Mini Break #2

A school year calendar appears at the end of this Student Handbook.

Assessments

Providence Prep employs a consistent assessment system across classrooms and grade levels to ensure that all educators have access to the timely data necessary to identify areas for growth. This assessment system is summarized below:

- Daily Entrance / Exit tickets. Every class at Providence Prep will start with an Entrance Ticket and conclude with an Exit Ticket. Entrance and exit tickets are designed to give teachers immediate feedback on whether or not students met the learning objective.
- Friday common grade level quizzes. Each week, every student at Providence Prep completes a brief, multi-subject quiz that is consistent across grade levels. These quizzes provide grade level teams with a timely, grade-level view of student mastery across subject areas. Quiz data is used to inform acceleration hour intervention groups for the following week. Quiz data is also provided to families weekly in progress

reports. Students will use quiz data to set goals and monitor their own progress over time.

- **Quarterly Interim Assessments.** Providence Prep administers Achievement Network interim assessments aligned with RICAS four times throughout the school year. These interim assessments provide the entire school with timely, actionable data for teachers and school administrators to assess our readiness for the RICAS assessments.
- **Rhode Island Comprehensive Assessment System (RICAS).** Finally, Providence Prep will participate in the annual state administration of the RICAS. These data will be used to evaluate the efficacy of our school model vis-à-vis other middle schools in Providence and beyond.
- **Essential Skills Rubric.** Providence Prep will use a school wide essential skills rubric to measure student demonstration of our school's seven prioritized essential skills. Staff will calibrate their expectations for student mastery by evaluating student work together. The Essential Skills rubric will be used in coordination with curriculum-embedded unit assessments in our Honors ELA, Honors Math, Honors Scientific Inquiry and Honors Humanities courses. The rubric will also be used to demonstrate proficiency in our signature experiences.

The table below provides an overview of assessment tools including their frequency, primary audiences and main functions, at Providence Prep.

Providence Prep: Assessment Overview			
Assessment Tool	Frequency	Primary Audience	Used for
Entrance and exit tickets	Daily	Individual teachers	Quick re-teaching during personalized acceleration hour Daily text messages to families
Common grade level quizzes	Weekly on Fridays	Grade level teams	Weekly progress reports Flexible grouping for upcoming personalized acceleration hours
Interim Assessments	Quarterly	School team	Promotional criteria
Rhode Island Comprehensive Assessment System	Annually	School team and broader community	School accountability
Essential Skills Rubric	Quarterly	School team	Promotional criteria

Promotional Criteria

Providence Prep maintains rigorous promotional standards; promotion to the next grade is never automatic or assumed at Providence Prep. In order to pass from one grade to the next, students must demonstrate mastery of essential knowledge and skills. School leaders will review each students' promotional candidacy individually, taking into account criteria including (1) assessment performance, (2) attendance records, (3) homework completion record, and (4) adherence to school values. In limited circumstances, students with Identified Disabilities may be promoted based on modified promotional criteria.

Criteria for promotion from 5 th grade to 6 th grade:	Criteria for promotion from 6 th grade to 7 th grade:	Criteria for promotion from 7 th grade to 8 th grade:	Graduation criteria:
<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than two essential skills Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 6th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than three essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 7th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than four essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 8th grade reading proficiency OR 1.5 years growth 	<ul style="list-style-type: none"> Attend no less than 90% of required school days; Demonstrate grade level mastery of no fewer than five essential skills Successfully complete no fewer than 3 required signature experiences Demonstrate consistent satisfactory community standards against PVD Prep's Code of Conduct Demonstrate end-of-year 8th grade reading proficiency OR 1.5 years growth Score at or above the admissions threshold on the Classical High School exam Earn admission to a college preparatory high school

Progress Reports

Each Friday, students at Providence Prep will bring home a weekly progress report that must be signed and returned on Monday morning. Weekly progress reports are co-written by the student and their homeroom teacher. Progress reports communicate data on school attendance, homework completion, Prep Dollars earned, and academic topics where students are excelling and need extra support.

Saturday School

Providence Prep maintains nine mandatory Saturday School days throughout the school year. Saturday School is required for all students.

Providence Prep adheres to state and federal regulations governing the education of children with disabilities. Providence Prep also maintains a staffing and programming designed to provide extra support and small group interventions to students with acute needs in math and reading as well as students who are learning the English language.

The Dean of Teaching & Learning provides leadership and support to the school community through quality special education services, alternative school programs, and student services so that all students achieve high academic standards.

In accordance with the McKinney-Vento Homeless Assistance Act of 2002, Providence Prep provides services for students who are defined as homeless. The School's Homeless Liaison is responsible for providing information and outreach regarding transportation and other services. The School's Homeless Liaison is: Toby Shepherd, Founding Head of School, 401-408-3590.

Family Council

Providence Prep believes that a student's parents, guardians and extended family and friends (sometimes categorized together as adult influencers), can play an important role in boosting students' academic achievement. Providence Prep will engage adult influencers in a variety of ways.

- *Start of year home visits.* At the start of each school year, every family at Providence Prep will receive a home visit from a team of two or more Providence Prep faculty or staff members. The purpose of this home visit is to set goals, orient students and families to school expectations and build excitement for the year ahead.
- *Daily Text messages.* Individualized, academic-focused text messages are core to Providence Prep's family outreach plan. Each day, every parent or guardian will receive an individual text message about a specific academic skill or content area that his or her student is working on in school. Daily text messages are sent by homeroom teachers (meaning each teacher has texting "caseload" of 11 students) during the 4:00 PM to 4:45 PM timeframe.
- *Weekly progress reports.* Each Friday, students at Providence Prep will bring home a weekly progress report that must be signed and returned on Monday morning. Weekly progress reports are co-written by the student and their homeroom teacher. Progress reports communicate data on school attendance, homework completion, Prep Dollars earned, and academic topics where students are excelling and need extra support. A sample weekly progress report appears on Appendix J.
- *Student-led conferences.* At the end of each quarter, students lead parent/teacher conferences with one or more adult influences. These family conferences serve as action planning sessions for the upcoming quarter.
- *Parent Leadership Council.* Providence Prep will maintain an active Parent Leadership Council (PLC) that will meet monthly with the school leadership team. The PLC will support school events, identify areas for improvement and engage other parents and community members. The school will budget modest stipends to support the active participation of PLC members.

Finally, Providence Prep will reserve a minimum of one seat on its Board of Directors for a parent or guardian of an enrolled student.

Board of Directors

Providence Prep is governed by a volunteer Board of Directors. The Board meets regularly and is composed of various community members. The Board leads the school in making decisions regarding school financial, legal, and academic outcomes. The Board assists the school in achieving its goals and ensures that its mission is met.

Providence Prep is a public school. All of its board meetings are open to the public. Board agendas are posted and can be found on the Secretary of State website two days before meetings are held.

Students and their families who wish to appeal a decision made by administration will be referred to the Board of Directors. Further appeals typically go to the Rhode Island Department of Elementary & Secondary Education.

The Providence Prep Board will convene committees to address important issues related to the school and overall organization. These committees often involve parents, students, faculty/staff and individuals from the community. If you are interested in serving on a committee of the Board of Directors, please contact Mr. Shepherd.

Providence Prep's Board of Directors includes:

- Dr. Mary Archibald *Providence Public School Department*
- Peter Asen *Providence Housing Authority*
- Chace Baptista *Providence Public School Department*
- Anthony Carrion *Nowell Leadership Academy*
- Victoria Criado *MA Charter Public School Association*
- James E. Long, Jr. *Holland & Knight*
- Yomely Moreno *Dorcas International Institute*
- Sergeant Anthony Roberson *Providence Police Department*
- Delia Rodriguez-Masjoan *One Neighborhood Builders*
- Elizabeth Winganun *Achievement First*
- Lizzi Weinberg *NAIL*

Attendance Policy

Attendance is vital for the well-being of individual students and for the school community. For that reason, the school enforces the following attendance policy:

- I. Parents and guardians are encouraged to ensure that their children regularly attend school and are strongly discouraged from scheduling appointments for their children during school hours.
- II. Parents or guardians should call the school as early as possible, but no later than 7:30 AM, if their children cannot be at school for any part of the day.
- III. Absences are excused at the discretion of the school leaders only in the case of a verified illness, religious observance, court appearance,.
- IV. Immediately upon returning to school, each student must submit to the Office Manager a detailed note—signed by a parent or guardian—that verifies the date(s) of absence(s) and explains the reasons for the absence(s).
- V. In the case of an illness, a doctor's note must be provided to the school. Unless such a note is submitted the day of the student's return to school, the absence(s) may be considered unexcused.
- VI. If a student is absent for more than five (5) days in a single quarter, it may affect his/her promotion to the next grade. A mandatory family meeting with the Dean of Students and/or the school leaders may be required for any student with five (5) or more unexcused absences or 15 tardies in a quarter.

- VII. After eight (8) absences in a quarter, the school may report the student's excessive absenteeism to state or local authorities. In addition, a student may lose his/her ability to participate in the school's activities and trips.
- VIII. It is incredibly important for students to arrive at school on time each day. Unexcused tardies are never acceptable. Every three (3) incidents of lateness will be counted as one (1) absence. Additional mandatory family meetings with the school leaders may also be scheduled.
- IX. A student who misses five (5) or more consecutive days of school without notifying the school or who enrolls in another school is subject to being unenrolled.

PREP Values

Providence Prep has adopted four core values that guide our work in everything we do. These are the "PREP" values of Persistence, Resilience, Excellence and Pride.

Persistence. Students at Providence Prep demonstrate persistence by working through challenges, remaining committed to ambitious goals and resolving conflicts peacefully.

Resilience. Students at Providence Prep demonstrate resilience by approaching academic challenges with determination, celebrating their strengths, and never shying away from trying new approaches.

Excellence. Students at Providence Prep demonstrate excellence by participating in school to the fullest of their abilities and applying what they learn at Providence Prep in their life and community.

Pride. Students at Providence Prep demonstrate purpose by arriving at school on time each day, being fully present and on-task during school hours, and remaining on-track to graduate.

PREP Bucks

Students at Providence Prep have the opportunity to earn and spend "Prep Bucks." Prep Bucks can be used to purchase items in the school store. Prep Bucks will be tracked for students in an online system called Kickboard.

Students have the opportunity to earn Prep Bucks in increments of \$1, \$3 and \$5 each day. At the discretion of all faculty and staff in the building, students who fully meet an expectation may earn \$1 Prep Buck; students who exceed an expectation may earn \$3 Prep Bucks and students who demonstrate exceptional performance on a particular expectation may earn \$5 Prep Bucks.

Prep Bucks can be redeemed in the School Store for items such as snacks, retail gift certificates, school paraphernalia and more.

Core Value	Definition/Explanation
Persistence	Persistence in the face of adversity
	Enthusiasm and passion; approaching life with energy
	Controlling one's emotions
	Expecting the best in the future and working to achieve it
Resilience	Taking an interest in experience for its own sake; exploring and discovering
	Thinking of novel and productive ways to conceptualize and do things

	Setting goals and accomplishing them; seeking positive challenges
	Ready to learn more; open to the views and opinions of others
Excellence	Being honest with oneself and others; taking ownership over actions and feelings
	Taking pride in one's work; paying attention to the details
	Letting one's accomplishments speak for themselves
	Being aware and thankful of good things that happen; expressing thanks
	Being aware of the motives and feelings of other people and oneself
	Putting others or the group first
	Ability to take perspective on one's decisions and adjust course
	Navigating and negotiating social relationships and environments
	Doing favors and good deeds for others; being nice for the sake of being nice
	Thinking for oneself; not seeking approval for the sake of approval
Pride	Inspiring a group of which one is a member to accomplish goals
	Leveraging all that one has at their disposal
	Not shrinking from challenge; acting on convictions even if unpopular

Prohibited Student Conduct & Disciplinary Consequences

Providence Prep provides a safe and structured school environment. No student is permitted to create an unsafe school environment for other students or adults or to disrupt the learning of other students. The Providence Prep Code of Conduct is meant to provide clear and straightforward guidance on school-wide expectations.

Providence Prep Prohibited Student Conduct & Disciplinary Consequences		
Severity of Infraction	Examples	Interventions & Consequences
Level I Infractions	Violating the school dress code Arriving to class unprepared Failing to complete homework Skipping mandatory school events Inappropriate language inside of class, outside of class, or on school provided transportation Disrupting class Selling, using or possessing obscene material Forgery Making inappropriate noise Littering Obstructing traffic or blocking access to any part of the school building	Community conference Conversation with teacher Loss of privileges One after school written reflection

Level 2 Infractions	<p>Repeated level 1 infractions</p> <p>Cell phone use during prohibited times</p> <p>Disrespectful language directed toward another student or an adult associated with the school</p>	<p>All of the above, plus:</p> <p>Letter of apology & community service</p> <p>Teacher parent meeting</p> <p>Verbal or written apology to the school community</p> <p>Two or more after school written reflections</p> <p>Exclusion from school activities</p>
Level 3 Infractions	<p>Repeated level 2 infractions</p> <p>Forgery or academic dishonesty</p> <p>Threatening language or behavior</p> <p>Substantially disrespectful language to a student or faculty member</p> <p>Lying or providing false information</p> <p>Vandalizing / stealing school property</p> <p>Physically aggressive behavior (including throwing, slamming or pushing classroom materials)</p>	<p>All of the above, plus:</p> <p>Referral to student led disciplinary committee</p> <p>Administrator-parent meeting</p> <p>Possible in-school community-service</p>
Level 4 Infractions	<p>Repeated level 3 infractions</p> <p>Engaging in criminal or illegal activity</p> <p>Possessing anything that could reasonably be considered a dangerous object (e.g. a knife, pepper spray or firearm)</p> <p>Creating a hazardous condition (e.g. misuse of fire alarm)</p> <p>Possessing, using, selling or transferring alcohol, tobacco or e-cigarette products or other illegal substances</p> <p>Indecent exposure</p> <p>Bullying</p> <p>Harassment or sexual misconduct</p> <p>Committing a physical or emotional act of violence, including fighting, "playfighting," threatening or intimidating others</p>	<p>All of the above, plus:</p> <p>Possible school-time community-service</p> <p>Other consequences or interventions deemed appropriate by the school</p>

Academic Integrity

The faculty and staff of Providence Prep expect that all work completed and turned in will be original work of the respective student. Plagiarism is taking the work of another and attempting to pass the work as one's own. Thus, plagiarism is not limited to copying text from an existing source without documentation; it is also the copying of ideas from a source without documentation. Copying ideas from another student (the source in this case) without documentation is also considered plagiarism. In the case of plagiarism, there is shared and equal responsibility (and therefore shared and equal consequences) for this action.

Plagiarism Looks Like:	Plagiarism Does Not Look Like:
<ul style="list-style-type: none"> Giving someone answers on any 	<ul style="list-style-type: none"> Helping a fellow student independently

<p>assignment, test, or project.</p> <ul style="list-style-type: none"> Communicating related information to another student in any way during a test or exam. Having someone else do your work even if it's not during school hours Simply copying and pasting answers found online; using the Internet as an answer-bank instead of a research resource 	<p>understand an assignment through working with them directly (and not showing them the answers!).</p> <ul style="list-style-type: none"> Working together on homework as long as each student independently understands the final work that they are turning in and writes all work in their own words.
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Cell Phones

Cell phones can be powerful tools, but they can also be distracting to students and to teachers. Providence Prep requires all students to lock their phone in a school provided locker upon arrival to school. Cell phones may *not* be stored in another location (i.e. in a backpack or pocket). Students who refuse to lock up their cell phones may not enter the classroom. Students who find it difficult to part with their cell phone during the school day should consider leaving it at home.

Noise and Volume at School

Our schools is a small learning community. In order to create a learning environment where all students can focus on their coursework, students must be mindful of their volume at all times. A small group of students who are working together at a loud volume - even inadvertently - may distract the entire learning community.

The chart below is intended to provide students with guidance regarding the volume they should use at different times in the day.

	Whole class work	Independent work	Collaboration
Sounds like...	One voice	Quiet	Productive buzz
Looks like...	Students sitting up, tracking the speaker with eyes	Students working productively with urgency	Students showing inviting body language
Technology is...	Off	Used for learning; Headphones OK with teacher's permission	Used only to enhance collaboration and only if accessible to all group members
When class begins, students are...	Awaiting teacher instructions, with computers put away	During PLT students are reviewing their work for the day	Following teacher's instructions

Internet Content Filtering Policy and Use of Technology

Students at Providence Prep may earn laptops (Google Chromebooks) to take home with them. Prior to a student being issued a Chromebook or other tech hardware, each student is issued a tech contract. The contract states, at a minimum, the following:

- The student is responsible for caring for the Chromebook and internet access device
- That the hardware is property of Providence Prep and is due back to Providence Prep upon request or upon un-enrollment
- That the Chromebook is designed for student use both in school and out-of-school; that the student is required to bring the Chromebook to school each day.
- That the student will not use the hardware on blocked sites or for personal use beyond the Providence Prep academic program,
- That should the student refuse to return the hardware within ten (10) days after a request is made, the student agrees to be billed for the hardware, and will pay if not returned immediately.

Dress Code

Providence Prep believes that uniforms create a sense of unity, professionalism and discipline. Providence Prep students wear uniforms every day. We have selected uniform choices that are modeled after traditional preparatory schools. These uniform choices include:

- Short- or long-sleeved polo shirts in school colors with school logo;
- Vests, sweaters or cardigans in a school colors with school logo;
- Khaki slacks, shorts or skirts;
- Solid black belts;
- Solid black sneakers or shoes, and;
- Solid black, white or navy socks or tights.

For physical education, students wear gray t-shirts, sweatshirts, shorts or sweatpants in school colors with the school logo. Scarves of any color may be worn; headscarves worn for religious or medical reasons are also permitted.

Providence Prep will retain a small number of uniform choices at school for families that cannot afford them or for students who need to change during the school day.

Spirit Days

Spirit Days are fun ways for the school to build community. Throughout the school year, Providence Prep students may participate in a different Spirit Day. Students not participating in a Spirit Day must follow the Monday through Thursday dress code.

Spirit days:

- Disney Character Day
- Tie Dye Day
- Mismatch Day
- Backward Day
- Dress like a teacher Day
- 1990's Dress Day
- Twin Day
- Crazy Hair Day
- Pajama Day

Cancellation Due to Poor Weather Conditions

Providence Prep will follow the snow cancellation policies of the Providence public school district. In other words, if the Providence Public School District cancels or delays school opening due to snow, Providence Prep will do the same. You can find out if school will be cancelled due to inclement weather through local TV and radio, by visiting the Providence Prep website or the RI Broadcasters website, or by following Providence Prep's social media accounts on Twitter and Facebook.

Transportation

Providence Prep will follow the transportation policies of the Providence Public School District. Students who live one and a half miles or further from Providence Prep's campus will be provided with free yellow bus service. Exceptions to this policy will only be for students with special needs. For medical issues, a student's physician must submit a written document stating the reason why the student must be provided transportation.

School Breakfast, Snack & Lunch

All Providence Prep students will be provided with a *free* hot breakfast and a *free* hot lunch every day. Providence Prep's lunch period is thirty minutes. Our school food partner provides Providence Prep students with nutritious meals with multiple options at every meal. Students with any special dietary needs should notify the School Nurse.

Students are welcome to bring a packed lunch. Students may not eat meals during class time. Students who arrive to school with food may ask the Dean of Students to store it in the cafeteria until lunchtime.

At times other than breakfast and lunch, Providence Prep will maintain a supply of fresh fruit, healthy snacks and bottled water. Students are welcome to enjoy one of these snacks in class at the discretion of their teacher so long as they take care to enjoy their snack in a way that is as minimally disruptive to the learning environment as possible.

Providence Prep will occasionally order a special lunch on Friday afternoons if the school meets its school wide Prep Bucks goals Monday through Thursday of the same week.

Fire drills and other emergencies

The Providence Prep School Safety Plan is in accordance with all Department of Education mandates. An Emergency Procedures folder is available in each classroom. If a fire drill, lockdown, or other emergency should occur, students will follow the instructions given by staff and will also view and follow the posted fire emergency exit plan.

Counseling Services

Providence Prep is pleased to provide behavioral health screening and counseling services to students who elect to receive these services. Representatives from Family Service of Rhode Island are available to meet with students confidentially in one-on-one and group settings.

Illness & Medications

If a student becomes seriously ill at school, they should ask their teacher to see the School Nurse. The nurse (or if the nurse is not available, another school administrator) will call the student's parent or guardian, and arrangements may be made for student dismissal. If a student is having a critical medical emergency, the school nurse (or teacher if the nurse is not available) will first call 911 and then contact the student's parent or guardian to inform them of the student's status. If a parent cannot be contacted, the emergency contact for the student will be notified. Students suffering from chronic illness or medical conditions must alert the school nurse of their condition with proper documentation and directions for prescription delivery. In addition, students with allergies to foods, insects, medication, or any other substances must notify the school nurse immediately.

All students who are prescribed medication that needs to be taken during school hours must notify the School Nurse to make a plan for medication administration.

Health

Providence Prep offers Health and Wellness Education to students. Providence Prep's health program is to provide information needed to make important decisions about health, wellness, and individual lifestyle. Topics related to health such as personal health and wellness, social and emotional health, safety, nutrition and physical activity, and family life. Sex education will be discussed. The goal of Providence Prep's health curriculum is to ensure students have the knowledge and skills necessary to assume responsibilities for their own health. Any student, parent, or guardian with concerns about the teaching of sexual education may contact the School Nurse at any time.

Draft 2021-202 School Calendar appears on following page

August 2021							September 2021							October 2021							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7				1	2	3	4						1	2	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
15 instructional days							19 instructional days							31	21 instructional days						
November 2021							December 2021							January 2022							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6				1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
19 instructional days							17 instructional days							30	31	21 instructional days					
February 2022							March 2022							April 2022							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5			1	2	3	4	5						1	2	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28						27	28	29	30	31			24	25	26	27	28	29	30	
15 instructional days							24 instructional days							17 instructional days							
May 2022							June 2022							July 2022							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7				1	2	3	4						1	2	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	
22 instructional days							19 instructional days							31	15 instructional days						

Student & Family Learning Contract

Ensuring that our students graduate from Providence Prep with the knowledge and skills necessary for success in a college preparatory high school requires hard work and commitment from everyone involved: students, teachers and family members. This Student & Family Learning Contract serves to document some of the expectations we will collectively hold ourselves to in the 2021-2022 school year.

- I will arrive at school everyday on time.
- I will come to school every day prepared to learn.
- I will not take shortcuts. I will give 100% everyday.
- I will work proactively with the school to resolve any issues that make it difficult for me to attend and succeed in school.
- I will take charge of my own learning by demonstrating the PREP Values of Persistence, Resilience, Excellence and Pride.
- If I make a mistake, I will use reflection to make a better choice the next time.
- I will follow the school rules.
 - I will not use my cell phone during class time.
 - I will not swear or use profanity.
 - I will follow the school dress code.
- I will always treat my teachers and my teammates with respect and kindness.
- I am responsible for my own behavior, and I will accept responsibility for my actions.
- I will always work, think, and behave in the best way I know how. Every day, I will be the best student and person I can be.
- I will hold myself to high expectations, because I know that I can achieve whatever goals I set for myself.
- I will not give up, because my school will not give up on me.

Student signature:

Advisor signature:

Family member signature:

L. Proposed Memorandum of Understanding between Providence Prep and PPSD²¹

I. INTRODUCTION

This Memorandum of Understanding (“MOU”) is between Providence Preparatory Charter School (“Providence Prep”) and the Providence Public School District (“PPSD”)(collectively with Providence Prep, “Parties”). This MOU establishes the framework for the relationship between the Parties that support the design and delivery of a college preparatory middle school (grades 5-8) education by and through Providence Prep, and sets forth the Parties’ agreements on certain issues. By and through this MOU, the Parties agree as follows and set forth herein.

2. EFFECTIVE DATE AND DURATION

This MOU is effective upon its execution by the Parties, by and through their respective authorized representatives, through at least June 30, 2025 unless extended by the mutual agreement of the Parties or terminated by either Party under the specific conditions set forth herein.

3. STATEMENT OF VISION

PPSD and Providence Prep commit to collaborating to support the academic success of all middle school students in the City of Providence. PPSD and Providence Prep will participate, cooperate, and remain committed to the implementation and success of the school and program as well as work together to elicit the buy-in, confidence, and commitment of all stakeholders critical to student success.

4. RELATIONSHIP AND AUTHORITY

Providence Prep will operate its school and program consistent with RIGL §16-77.3-1 et seq. and authority granted by RIDE. The care, control, and management of Providence Prep will be vested in Providence Prep’s Board of Directors. Providence Prep will be subject to and remain in compliance with all applicable local, state, and Federal laws, statutes, regulations, and ordinances and Providence Prep will have the maximum level of autonomy and discretion permissible by law pertaining to the operation and management of its school and program, finances and budgeting, and curriculum and instructional model. Providence Prep teachers and administrators will be licensed as required by the State of Rhode Island. Providence Prep may adopt its own policies and procedures and/or elect to adopt any PPSD policy or procedure. All Providence Prep policies and procedures related to its management, operation, curriculum, programs, accountability, and performance, but not limited to, are incorporated by reference.

²¹ This is a proposed, draft memorandum of understanding between Providence Prep and the Providence Public School District. At the time of charter submission, this proposed memorandum of understanding has not been executed by the parties described herein.

5. OUTREACH AND ENROLLMENT

Prospective Students. Providence Prep's mission is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep's college preparatory middle school model is designed around several guiding principles, including (1) significantly more instructional time; (2) daily family engagement; (3) a structured, safe and intentional school culture; (4) signature experiences that allow students to apply essential skills to real-world challenges; (5) evidence-based curricula and frequent assessment; and (6) individualized academic support and intervention.

Outreach. Providence Prep is committed to enrolling and serving a diverse population of students that reflects our broader community. In partnership with the PPSD and with local nonprofits that serve diverse communities of young people in Providence, our school will actively recruit a diverse student body that includes students with disabilities, students with readiness to learn beyond grade level, multilingual learners and others. Providence Prep will be included in PPSD's middle school choice program for rising sixth grade students, and will also be posted as an option for all rising fifth grade students.

Population. Providence Prep projects to educate 126 total students in its first year of operation, increasing its student population incrementally thereafter until reaching 252 students in total from Providence. Approximately 90% of Providence Prep's students will come to Providence Prep from schools that have been identified by RIDE for Comprehensive School Improvement.

Withdrawal. Should a Providence Prep student exit Providence Prep early, that student will have the right to re-enroll in a PPSD middle school in conjunction with PPSD's student assignment policy. Providence Prep and PPSD will agree upon guidelines designed to meet the best interests of these students while providing stability to the respective student populations of PPSD and Providence Prep and these guidelines will be incorporated herewith by reference.

Non-Discrimination. Providence Prep will not unlawfully discriminate on the basis of race, color, gender, gender identity or expression, national origin, ethnicity, sex, sexual orientation, age, religion, marital status, family status, economic class, source of income, physical characteristics, linguistic characteristics, mental or physical handicap or disability, veteran status, or any other class protected by law.

6. FUNDING AND FINANCES

Support and Funding. PPSD will provide Providence Prep with the operational resources and financial support as required under all applicable local, state, and Federal laws, statutes, regulations, and ordinances and based upon enrollment figures. Consistent with RIGL §16-77.3-5, Providence Prep will be considered its own school district for the purpose of budgeting and directly receiving, accessing, and utilizing all Federal, state, and local funding available to Providence Prep or for which its students are eligible, per-pupil basis or otherwise.

Budget and Fundraising. Providence Prep will develop and implement its own budget and manage its finances at its discretion in accordance with applicable guidelines. Providence Prep will have the right to conduct its own independent fundraising efforts and pursue grants, and Providence Prep is free to use and spend any additional monies raised, received, or otherwise obtained subject to any restrictions attached thereto.

7. PROVIDENCE PREP RESPONSIBILITIES

Providence Prep will be responsible for, but not limited to, the following: (1) Designing and implementing an appropriate curriculum and instructional model; (2) Providing core academic and student support services; (3) Offering and providing extracurricular activities to its students; (4) Designing and implementing parent and/or guardian and community engagement and outreach initiatives; (5) Recruiting, hiring and supervising its administration, faculty, and staff; (6) Providing professional development to its administration, faculty, and staff; (7) Designing and implementing evaluation systems for its administration, faculty, and staff; (8) Developing and implementing a budget and expenditure plan for Providence Prep and managing its finances and funding; (9) Identifying opportunities to collaborate with partners, institutions, colleges and universities, organizations, businesses, and individuals and securing according agreements, partnerships, and memoranda of understanding; and (10) Evaluating and modifying its programs and services.

Providence Prep will present an annual report each year at an open public meeting of the PPSD School Committee, and will make its annual reports available to the public via its website.

8. PPSD RESPONSIBILITIES

PPSD will support the vision, mission, goals, and action steps articulated by Providence Prep herein and as consistent with the MOU's statement of vision. PPSD will maintain designated administrative leaders to serve as direct contacts with Providence Prep. Consistent with the MOU's statement of vision, the role of the designated administrative leaders will be to help Providence Prep expeditiously resolve issues and problems.

9. DISTRICT SERVICES

Providence Prep may access district services in exchange for additional fees payable to PPSD from Providence Prep to be negotiated on a case-by-case basis in good faith by the parties as consistent with the MOU's statement of vision. Providence Prep will not be obligated to purchase goods or services from PPSD unless mutually agreed upon in writing.

10. OPERATIONS

Facilities. Providence Prep will be responsible, at its sole cost and expense, for securing, operating, overseeing, managing, and controlling its own facility and its use.

Maintenance and Operations. Providence Prep will be responsible, at its sole cost and expense, for providing maintenance and operations for Providence Prep.

Accounting. Providence Prep will be responsible, at its sole cost and expense, for providing accounting services for Providence Prep.

Payroll and Human Resources. Providence Prep will be responsible, at its sole cost and expense, for providing payroll and human resources services for Providence Prep.

Technology Infrastructure. Providence Prep will be responsible, at its sole cost and expense, for providing technology infrastructure for Providence Prep. Providence Prep and PPSD will jointly

explore options and opportunities for Providence Prep to leverage educational discounts or purchasing procedures associated with technology.

Dining Services. Providence Prep will be responsible for providing, at its sole cost and expense, dining services for Providence Prep. Providence Prep and PPSP will jointly explore options and opportunities for Providence Prep to participate in educational nutrition programs including but not limited to PPSP's participation in the National School Lunch and School Breakfast program.

Procurement. Any services for Providence Prep that are subcontracted by Providence Prep will not be subject to PPSP's procurement requirements.

11. RENEWAL AND TERMINATION

This MOU will terminate in the event of any of the following instances: (1) The dissolution of Providence Prep; (2) The revocation of the Providence Prep's authorization by RIDE; or (3) The enactment, repeal, promulgation or withdrawal of any Federal, state, or local law, regulation, or issuing of a court or administrative decision, which has a materially adverse effect on Providence Prep's ability to operate and that cannot be cured.

12. AMENDMENT

It is expressly understood and agreed that this MOU may not be amended, altered, modified, or otherwise changed in any respect, except by a writing duly executed by authorized representatives of all Parties to this MOU, and such Parties acknowledge and agree that they will make no claim at any time or place that this MOU has been orally altered or modified in any respect whatsoever.

Providence Prep
Date:

PPSP
Date:

This is a proposed, draft memorandum of understanding between Providence Prep and the Providence Public School District. At the time of charter submission, this proposed memorandum of understanding has not been executed by the parties described herein.

M. Key Job Descriptions

i. Member, Board of Directors

The mission of the Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools.

PVD Prep seeks passionate and highly skilled members of the community to serve as members of its Board of Directors during the 2021-2022 academic school year. This is a unique volunteer opportunity to join the governing board of a new charter school. This position reports to the Board Chair.

Specific Duties & Responsibilities include:

Each individual board member is expected to:

1. Know the organization's mission, policies, programs, and needs,
2. Faithfully read and understand the organization's financial statements,
3. Serve as active advocates and ambassadors for the organization and fully engage in identifying and securing the financial resources and partnerships necessary for the organization to advance its mission,
4. Leverage connections, networks, and resources to develop collective action to fully achieve the organization's mission,
5. Give a meaningful personal financial donation,
6. Help identify personal connections that can benefit the organization's fundraising and reputational standing, and can influence public policy,
7. Prepare for, attend, and conscientiously participate in board meetings, and
8. Participate fully in one or more committees.

Officers of the Board (i.e. Chair, Vice-Chair, Secretary, Treasurer) may have other duties as assigned by the Chair.

Board members are mission-driven, flexible, creative and passionate about the success of all students.

ii. Head of School

The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep will serve 252 students from across Providence in grades five through eight.

Profile of a Successful Candidate: Providence Prep is seeking a dynamic Head of School with the skills, will, commitment, and vision to fully deliver on the school's vision. The Head of School will partner with teaching staff and other school leaders to design and implement a school model that works for students and staff.

Job Requirements:

- Bachelor's degree required, with a preference for a Master's degree in a relevant field
- A thorough knowledge of current educational issues
- A minimum of five (5) years-experience in leadership roles, with a preference for educational leadership

- Experience managing a budget.
- Concrete experiences and a proven ability to aggregate and cultivate talented staff
- Concrete experiences and a proven ability to work effectively with diverse stakeholders, with a preference for urban human service experience
- Experience working for, with, or on boards
- Outstanding written and oral communication skills
- Demonstrated commitment to educational equity for traditionally underserved youth

Job Preferences:

1. Strong academic and professional qualifications
2. Administrative certification from Rhode Island or a state eligible for reciprocity
3. An understanding of or experience in charter school leadership
4. Experience with blended educational models
5. Proven ability to successfully raise funds through philanthropic and small donor giving and competitive grant-making opportunities

Job Responsibilities:

Leadership

1. Set and lead a culture of high expectations for students and staff ! Build connections between staff, families and students that are strong and mutually
2. respectful, establishing effective communication channels between stakeholders
3. Inspire a culture of mission-driven excellence
4. Develop, articulate, and maintain policies and procedures that are consistent with the school's mission, philosophy and goals
5. Implement strategic vision, structure program and manage resources so that all are in alignment and data-driven
6. Establish and follow through on clear programmatic and financial priorities
7. Actively seek board, staff, parent and student involvement and feedback
8. Communicate regularly with stakeholders on school performance matters in a firm, diplomatic and transparent manner
9. Listen and respond appropriately to all stakeholder concerns
10. Act as the public face of the school in the community, with the district, local and national schools, community-based organizations, etc.

Talent Management

11. Develop an overall human capital strategy and establish career paths within the organization
12. Develop an effective team by engaging and empowering others to take action and responsibility to achieve results
13. Recruit and retain a highly qualified staff with diverse experiences, backgrounds, and perspectives that support the school's mission and vision
14. Properly exercise the power to hire and/or dismiss employees
15. Ensure compliance with all laws, policies, and procedures and ensure consistency of practices
16. Provide and/or ensure regular documented performance reviews for all staff
17. Coordinate staff development and training
18. Promote a climate of professional collegiality and respect Academic Oversight
19. Supervise academic leaders and ensure that student performance is monitored using a diverse and appropriate array of measures

20. Drive a collaborative planning process with the school leadership team that results in the development of yearly academic goals aligned with the charter goals and state and local requirements
21. Ensure that programs are evaluated and/or modified regularly, based on long-term goals, and to maximize student performance and mission impact
22. Ensure alignment to state standards and promote creative and innovative instructional approaches to meet the unique needs of Providence Prep students
23. Ensure the regular review and improvement of the written and taught curriculum
24. Support academic leaders in the selection of high-quality instructional materials

Financial Oversight

25. Oversee the allocation of resources to drive the optimum balance between financial, operational, and academic concerns
26. Monitor and manage cost and revenue drivers and intercede as necessary
27. Develop and engage in fundraising campaigns with a balanced approach to private, philanthropic, and competitive opportunities.
28. Build, monitor, and manage the short and long-term budget
29. Work closely with Board and other colleagues on fundraising, grant submissions and related performance reports

School Operations

30. Build annual school calendar and school schedule with input from stakeholders in the school community
31. Oversee an ongoing facility project that includes consolidation and relocation of campuses
32. Coordinate and manage partner services to complement and never distract from the academic mission of the school
33. Play a key role in administrative, educational, and organizational decisions
34. Supervise the leadership team and, through them, the faculty and staff
35. Engage in effective facilities planning to ensure an instructionally adequate and physically safe learning environment

Board Relations

36. Work with the Board to develop long-term strategic plans
37. Provide regular school updates to the Board, including data related to academic performance, attendance, financial affairs and school climate
38. Recommend needed policy changes and action
39. Staff Board committees and meet with Board members outside of regular Board meetings as relevant
40. Promote understanding and good working relationships between the Board and staff

iii. Dean of Students

The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep will serve 252 students from across Providence in grades five through eight.

Profile of a Successful Candidate: Providence Prep is seeking a dynamic Dean of Students with the skills, will, commitment, and vision to fully deliver on the school's vision. The Dean of Students will partner with teaching staff and other school leaders to design and implement a school model that works for students and staff.

Job Requirements:

- Bachelor's degree required, with a preference for a Master's degree in a relevant field
- A minimum of three (3) years of experience in school or youth-serving organizational settings
- Outstanding written and oral communication skills
- Demonstrated commitment to educational equity for traditionally underserved youth

Job Preferences:

1. Strong professional qualifications
2. Experience coaching other educators and educational professionals
3. Rhode Island Certification as a Building Administrator or school principal
4. Fluency in a language other than English

Job Responsibilities:

School Culture

- Setting and enforcing positive standards for school culture, including behavior, performance, and attendance
- Fostering a school climate that supports the school's mission; promoting respect and appreciation for all students, staff and parents
- Coordinating and implementing school-wide restorative practices
- Facilitate school restorative practice trainings to staff and families
- Plan, execute, and reflect on Community Time and advisory that each student participates in weekly
- Serve as a one on one mentor for a group of students
- Work closely with the Principal to establish a positive, structured, achievement-oriented and joyful school culture
- Act as a daily point person for school discipline and culture
- Facilitate staff training and professional development on student-teacher relationships, classroom management, family partnerships, school culture, etc.
- Coach teachers to further develop their classroom management to engage 100% of students
- Disciplinary follow-up/case management

Student Affairs

- Developing schedules and course placements for students
- Supporting and implementing "signature experiences" throughout the course of the school year
- Assisting with new student recruitment, registration / enrollment, data / file management and on-boarding
 - Coordinating campus based testing

Family Engagement

- Organizing family engagement activities such as back to school nights and family nights
- Leading parent communications at both a school wide level (i.e. mailings home) and student-specific level (i.e. student case management and follow-up)

Board Relations

- As required, attend meetings and present information to the Board

iv. Dean of Teaching & Learning

The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep will serve 252 students from across Providence in grades five through eight.

Profile of a Successful Candidate: Providence Prep is seeking a dynamic Dean of Teaching & Learning with the skills, will, commitment, and vision to fully deliver on the school's vision. The Dean of Teaching & Learning will partner with teaching staff and other school leaders to design and implement a school model that works for students and staff.

Job Requirements:

- A master's degree in education
- A thorough knowledge of current educational issues
- A minimum of five (5) years of experience in educational leadership roles
- Concrete experiences and a proven ability to aggregate and cultivate talented staff
- Concrete experiences and a proven ability to work effectively with diverse stakeholders
- Outstanding written and oral communication skills
- Demonstrated commitment to educational equity for traditionally underserved youth

Job Preferences:

- Administrative certification strongly preferred
- Experience working in a start-up environment

Job Responsibilities:

Academic Oversight

- Serve as the chief academic administrator for the school
- Under the guidance of the Head of School, implement a collaborative planning process with the school leadership team that results in the development of academic objectives and goals aligned with the Providence Prep mission and charter requirements
- Establish a shared vision of excellent teaching
- Establish a shared vision of rigorous instruction and student success
- Maintain high-quality, rigorous, standards-based curricula in all core content areas
- Involve Providence Prep academic leaders and school community in the selection of culturally and developmentally appropriate instructional materials
- Build and support a data-driven culture of inquiry amongst adults that constantly and closely monitors student progress
- Develop instructional objectives for content areas and support staff in achieving those objectives
- Ensure the regular review and improvement of the written/taught curriculum
- Select appropriate assessment tools and support their effective use
- Collaborate with other Providence Prep academic leaders to identify students at risk for drop-out and intervene as necessary
- Support the Director of Special Populations and other academic leaders in the implementation of a comprehensive and legally-compliant Special Education and Multi-Tiered Support Services

Student Affairs

- Developing schedules and course placements for students
- Supporting and implementing "signature experience" weeks throughout the course of the school year

- Assisting with new student recruitment, registration / enrollment, data / file management and on-boarding
 - Coordinating campus based testing

Financial Oversight

- Support the development of a budget that adequately supports the academic needs of students and the professional needs of staff

School Operations

- Working with the Director of Finance and Operations, ensure that all school instructional staff have the materials and resources necessary to succeed in their roles
- Ensure that Providence Prep remains fully compliant with all local, state and federal academic reporting requirements

Board Relations

- At the request of the Head of School, prepare reports about the school's academic performance for the Board
- At the request of the Head of School, attend Board meetings

v. Director of Finance & Operations

The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep will serve 252 students from across Providence in grades five through eight.

Profile of a Successful Candidate: Providence Prep is seeking a dynamic Director of Finance & Operations with the skills, will, commitment, and vision to fully deliver on the school's vision. The Director of Finance & Operations will partner with teaching staff and other school leaders to design and implement a school model that works for students and staff.

Job Requirements:

- Bachelor's degree required, with a preference for a Master's degree in a relevant field
- A minimum of five (5) years of experience in mid or senior-level leadership roles
- Experience in managing a budget of \$1,000,000 or more
- A fluent and comfortable user of technology and technology solutions for organizations
- Outstanding written and oral communication skills
- Demonstrated commitment to educational equity for traditionally underserved youth

Job Preferences:

- Strong professional qualifications
- School business administrator certification or equivalent experience
- Experience with Rhode Island's Uniform Chart of Accounts

Job Responsibilities:

Talent Management

- Maintain and adhere to a board-approved personnel policy manual
- Ensure accuracy of HR records
- Ensure accuracy and timeliness of payroll

- Provide an effective and secure system for the timely handling of HR concerns raised by staff and/or members of the Providence Prep community, including a process for resolving disputes
- Adhere to all EEO and ADA/504 requirements
- Ensure and maintain accurate HR records
- Support the Head of School and cabinet-level colleagues in recruiting, hiring, growing, and retaining highly-skilled staff

Academic Support

- Actively participate in cabinet-level activities and meetings and support the school's core commitment to high-quality teaching, learning, and student success
- Work closely with cabinet-level colleagues and take primary responsibility for resolving operational issues that create barriers to teaching and learning

Financial Oversight

- In partnership with the Head of School, build, monitor, and manage the short and long-term budget
- Strategically allocate resources to balance financial, operational, and academic concerns
- Monitor cash flow position and report variance to the Head of School
- Support the school's fund development efforts, including grant writing
- Timely and accurate application for, management of, and reporting on grants
- Adhere to sound school business policies and maintain effective internal controls
- Coordinate fiscal reporting, budgeting, and cash flow projections
- Ensure compliance with accounting standards
- Prepare all required and requested fiscal reports
- Supervise and support mandatory state /federal audits
- Manage school property through an effective system of asset control
- Support the negotiation and management of contracts, leases, and agreements
- Ensure compliance with state and federal fiscal regulations

School Operations

- Lead the School's facility program, including capital improvement and asset protection
- Oversee non-academic technology functions, including IT infrastructure, vendors, and equipment maintenance and management
- Supervise data collections to meet the needs of the school and ensure compliance with state and federal requirements
- Develop and submit all data reports necessary for compliance and operations
- Manage technical requirements of, data collection for, and reporting related to Medicaid and child nutrition programs
- Direct and coordinate school safety for students and staff
- Support the Head of School and cabinet-colleagues in the development of a school calendar, with primary responsibility for the operational calendar
- Manage an efficient and effective school transportation program
- Manage all aspects of the Providence Prep school lunch program including vendor management, quality assurance, data reporting and reimbursement

Board Relations

- Prepare and submit regular financial reports to the Head of School and Board
- As required, attend meetings and present information to the Board

vi. Classroom Teacher

Classroom Teacher

Position Overview

The mission of Providence Preparatory Charter School is to prepare a diverse group of middle school students for success in college-preparatory secondary schools. Providence Prep will serve 252 students from across Providence in grades five through eight.

The Providence Preparatory Charter School classroom teacher is willing to work hard to ensure the academic success of all Providence Prep students. This position is supervised by the Dean of Teaching & Learning and reports to the Founding Head of School.

Specific Duties & Responsibilities include (without limitation):

- Creating a positive, achievement-oriented classroom culture that enables students to meet high academic standards and achieve excellent outcomes;
- Analyzing student data to design and implement unit and lesson plans that help all students make gap-closing academic growth, with a special focus on literacy and reading achievement,
- Demonstrating exceptionally strong instructional and classroom management skills;
- Completing all required evaluations and receiving satisfactory ratings;
- Developing strong, productive relationships with students, parents, and families;
- Maintaining consistent and reliable attendance within the parameters of established policies;
- Upholding a positive, powerful presence as a leader and mentor;
- Participating in professional development opportunities and attending all staff, team, and Providence Prep community meetings as required.

N. Organizational Charts

Below, please find draft organizational charts for years 1, 2 and 3. Please note that the term “content teacher” here refers to teachers who hold the Math, English, Science or Social Studies certification and is used to distinguish these roles from the interventionist teacher(s). The interventionist teachers may also serve as grade level teacher leaders.

Please note these organizational charts include only payroll employees; Providence Prep anticipates contracting with outside vendors for services such as behavioral and mental health counseling; school psychology; physical and occupational therapy; and more.

Finally, please also note that, as described above, Providence Prep will hire individuals for the Dean of Students and/or Dean of Teaching and Learning roles with the building administrator certification, the special education administrator certification.

<i>Year 1: 2021-2022</i>	<i>Year 2: 2022-2023</i>	<i>Year 3: 2023-2024</i>
Students & Families of Providence Prep	Students & Families of Providence Prep	Students & Families of Providence Prep
Board of Directors	Board of Directors	Board of Directors
Head of School	Head of School	Head of School
Operations Associate (1.75)	Director of Ops / Finance	Director of Ops / Finance
Dean of Students	School Nurse Teacher	School Nurse Teacher
School Nurse Teacher	Operations Associate (2)	Operations Associate (2)
Dean of Teaching & Learning	Dean of Teaching & Learning	Dean of Teaching & Learning - 5th and 6th grade
5th grade - Content Teacher / Teacher Leader	Dean of Students - 5th and 6th grade	Dean of Students - 5th and 6th grade
5th grade - Content Teacher	5th grade - Content Teacher / Teacher Leader	5th grade - Content Teacher / Teacher Leader
5th grade - Content Teacher	5th grade - Content Teacher	5th grade - Content Teacher
5th grade - Content Teacher	5th grade - Content Teacher	5th grade - Content Teacher
5th grade interventionist 1 (SPED or ESOL)	5th grade - Content Teacher	5th grade - Content Teacher
5th grade interventionist 2 (SPED or ESOL)	5th grade interventionist 1 (SPED or ESOL)	5th grade interventionist 1 (SPED or ESOL)
6th grade - Content Teacher / Teacher Leader	5th grade interventionist 2 (SPED or ESOL)	5th grade interventionist 2 (SPED or ESOL)
6th grade - Content Teacher	6th grade - Content Teacher / Teacher Leader	6th grade - Content Teacher / Teacher Leader

6th grade - Content Teacher	6th grade - Content Teacher	6th grade - Content Teacher
6th grade - Content Teacher	6th grade - Content Teacher	6th grade - Content Teacher
6th grade interventionist 1 (SPED or ESOL)	6th grade - Content Teacher	6th grade - Content Teacher
6th grade interventionist 2 (SPED or ESOL)	6th grade interventionist 1 (SPED or ESOL)	6th grade interventionist 1 (SPED or ESOL)
	6th grade interventionist 2 (SPED or ESOL)	6th grade interventionist 2 (SPED or ESOL)
	Dean of Students - 7th & 8th Grade	Dean of Teaching & Learning - 5th and 6th grade
	7th grade - Content Teacher / Teacher Leader	Dean of Students - 7th & 8th Grade
	7th grade - Content Teacher	7th grade - Content Teacher / Teacher Leader
	7th grade - Content Teacher	7th grade - Content Teacher
	7th grade - Content Teacher	7th grade - Content Teacher
	7th grade interventionist 1 (SPED or ESOL)	7th grade - Content Teacher
	7th grade interventionist 2 (SPED or ESOL)	7th grade interventionist 1 (SPED or ESOL)
		7th grade interventionist 2 (SPED or ESOL)
		8th grade - Content Teacher / Teacher Leader
		8th grade - Content Teacher
		8th grade - Content Teacher
		8th grade - Content Teacher
		8th grade interventionist 1 (SPED or ESOL)
		8th grade interventionist 2 (SPED or ESOL)

O. Mini Middle: Draft Schedule of 2020-2021 Pop-Up Middle School Opportunities

In the fall and winter of 2020, the Providence Prep founding team plans to hold 10 “mini middle school” informational events across the City of Providence. The purpose of our mini middle schools is to introduce our school to a diverse group of city residents. Each mini middle school will include a catered dinner, a tutoring session for prospective students and an informational session and enrollment opportunity for prospective parents. If necessary, a virtual mini middle school will be offered in lieu of an in-person meeting. A sample schedule of mini middle school opportunities appears below.

October, 2020	<ul style="list-style-type: none"> • Outreach to the Upper & Lower South Providence neighborhoods • Outreach to Olneyville & Valley neighborhoods
November, 2020	<ul style="list-style-type: none"> • Outreach to the Smith Hill & Downtown neighborhoods • Outreach to the Washington Park neighborhood
December, 2020	<ul style="list-style-type: none"> • Outreach to the Federal Hill, Mount Pleasant & Elmhurst neighborhoods • Outreach to the Elmwood & Reservoir Triangle neighborhoods
January, 2021	<ul style="list-style-type: none"> • Outreach to the Summit, Blackstone & Fox Point neighborhoods • Outreach to the Mt Hope neighborhood
February, 2021	<ul style="list-style-type: none"> • Outreach to the Hartford neighborhood • Outreach to the Upper / Lower South Providence neighborhoods

P. Letters of Support



May 27, 2020

Honorable Members of the Rhode Island Board of Education
c/o Angela Teixeira, Special Assistant
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Review Committee:

I am pleased to provide this strong letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

Rhode Island KIDS COUNT is a children's policy and advocacy organization that works to improve the education, economic well-being, health, safety, and development of Rhode Island's children. For the past 26 years, we have tracked education outcomes for Rhode Island students for the state as a whole and for each of its 36 school districts.

Rhode Island KIDS COUNT strongly supports Providence Preparatory Charter School's application to establish a charter school because we believe that more high quality middle school options are needed for Providence students and their parents. The approach proposed by Providence Preparatory Charter School includes many elements that are very important to school and student success, including year-round learning, small class sizes with individualized attention to student needs, and the desire to cultivate warm, family-like relationships to make middle school students feel welcome, safe and challenged, thereby promoting learning and growth.

I have confidence in the strong leadership of Toby Shepherd. He has displayed a solid track record of success during his tenure as Executive Director of Nowell Leadership Academy where he established a high quality educational environment to meet the needs of pregnant and parenting students. I am also impressed by the caliber of the founding board (in formation) for PVD Prep, and I am excited to follow and support the next steps for this important new educational opportunity for Providence middle school students. I hope that the reviewers will give this proposal their favorable consideration.

Please do not hesitate to contact me with any questions. You can reach me at ebb@rikidscount.org.

Sincerely,

Elizabeth Burke Bryant
Executive Director, Rhode Island KIDS COUNT

rikids@rikidscount.org
www.rikidscount.org



**THE COLLEGE CRUSADE
of Rhode Island**

September 21, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

**Re: 2020 Request for Proposals for New Student Seats, Providence Preparatory
Charter School**

Dear colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

The College Crusade's mission is to prepare and inspire young people in Rhode Island to become the first in their families to attend and complete college. The organization was founded in 1989 and has a long history of working closely with Providence students to increase students' high school graduation and college enrollment rates. Last year alone, our advisors supported nearly 2,500 Providence students.

We are confident that the Providence Preparatory Charter School will be an impactful addition to the City of Providence. It is a proposal that has all of the ingredients needed to be successful – strong leadership, thoughtful partnerships, and a commitment improve the educational trajectory of all students in Providence. Please do not hesitate to contact me with any questions. You can reach me at abramson@thecollegecrusade.org or at 401-519-0220.

Sincerely,

Andrew Bramson
President and CEO, College Crusade

September 18, 2020

Honorable Members of the Rhode Island Board of Education
c/o Angela Teixeira, Special Assistant, Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Review Committee:

I am pleased to provide this strong letter of support for Providence Preparatory Charter School ("Providence Prep"), a proposed new college-preparatory charter middle school for the City of Providence.

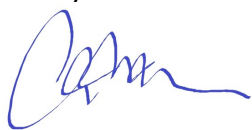
As a lifelong educator, I am confident that the approach proposed by Providence Prep – extended learning time, small class sizes with individualized attention to student needs, and structures to cultivate strong relationships – will yield strong results for students and families. I also believe in the leadership of Toby Shepherd and the founding board of this new school. Toby has served as a successful school leader at the Nowell Leadership Academy, as a thoughtful partner to school and nonprofit leaders in his role at the Rhode Island Foundation, and as a committed public servant in his role in the Providence Mayor's Office. The proposed school's founding board of directors is a group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students. As proposed, Providence Prep would prepare a diverse group of Providence students in grades five through eight for long-term success.

I was proud to serve as Superintendent of the Providence Public School District from 2015 to 2019. I know firsthand the opportunities and challenges facing our district, our schools, and our community. Providence has over 20 elementary schools, and only seven middle schools. Far too many students get lost in the transition to middle school where they face a much larger school and a less personal educational experience. While the district has been able to make some improvements and investments in middle schools, new models of instruction with personalized support would benefit all Providence students.

I am also a Providence parent, with three sons enrolled in the Providence Public School District. My sons have benefited from the incredible dedication and talent of many middle school teachers and administrators. One of my sons thrived in a large comprehensive middle school environment, but others preferred smaller learning environments. A community as diverse as Providence should provide a portfolio of public education options for its families. While our high school students have a wide array of choices - including large comprehensive environments, a nationally-recognized magnet school, small personalized programs, CTE pathways, and dual enrollments opportunities - too many of our middle school students lack the ability to select a program that best reflects their learning style and interest.

I strongly believe that schools like Providence Prep will improve the public education options for middle school students and families in Providence, and I am pleased to offer my support for this application. I encourage your careful and favorable review of this proposal. Please do not hesitate to contact me with any questions. You can reach me at 410-382-2857 or christophernmaher@gmail.com.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. Maher', is written over a light blue circular background.

Christopher N. Maher



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May 21, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

Re: 2020 Request for Proposals for New Student Seats, Providence Preparatory Charter School

Dear Colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

Children's Friend, Rhode Island's first child-serving nonprofit agency, was founded in 1834 in Providence as a home for abandoned and abused children. Guided by our mission, Children's Friend is the innovative leader in improving the well-being and healthy development of Rhode Island's most vulnerable young children. In meeting our mission, we provide a vast array of programs and services to young children, pregnant women, and their families who are living in Providence. In particular, our Head Start and State Pre-K programs, provides comprehensive educational programming to nearly 800 preschool-aged Providence children annually that supports kindergarten readiness.

Bringing new college-preparatory and educational opportunities to Providence middle school students through Providence Preparatory Charter School is incredibly exciting. I am happy to give this letter of support without any reservations. Please do not hesitate to contact me with any questions. I can be reached at dcaprio@cfsri.org or at 401-276-4300.

Sincerely,

David Caprio
President and Chief Executive Officer



July 13, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

**Re: 2020 Request for Proposals for New Student Seats, Providence
Preparatory Charter School**

Dear Colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

As the head of an organization focused on creating a stronger, more vibrant Jewish community in Rhode Island, I know that is only possible if we have a strong, vibrant Rhode Island. Education is a critical element to that, and I know that members of our community who live in Providence want to make sure that their children have strong education options from K-12. The Jewish Community Day School serves grades K-5, and parents need strong options for middle school. Providence Preparatory Charter School can meet that need.

Please do not hesitate to contact me with any questions. You can reach me at agreenman@jewishallianceri.org or at (401) 421-4111 x158. Thank you for your consideration

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Greenman".

Adam Greenman
President and CEO



September 8th, 2020

Re: Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

2020 Request for Proposals for New Student Seats, Providence Preparatory Charter School

Dear Colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

ONE Neighborhood Builders is a community-based organization based in Providence. We believe that every child in the city deserves a high-quality customized learning environment and that Providence Preparatory Charter School should be part of the solution. Here at ONE|NB, we aim to address the root causes of health disparities. We understand that quality education is an important factor combatting health disparities and we would be pleased to partner with Providence Preparatory Charter School.

Please do not hesitate to contact me with any questions. You can reach me at hawkins@onenb.org or at 401-378-4642 x101.

Sincerely,


Jennifer Hawkins
Executive Director, ONE Neighborhood Builders

July 21, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

Re: 2020 Request for Proposals for New Student Seats, Providence Preparatory Charter School

Dear colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

As part of the team that helped to provide a review of Providence Schools with Johns Hopkins, I observed first hand the need for reform, equity, and opportunity for all Providence students. Students in Providence deserve an education that is high quality, personally engaging, and one that leads to outstanding outcomes. I have worked with Toby Shepard in a variety of capacities over the years and I can attest to his deep commitment to students and his forward thinking leadership. I have every confidence that he and the founding board will create a culture of success at Providence Preparatory Charter School. I especially love the focus on social emotional learning and connection through small, intimate classes and relationship building.

Please do not hesitate to contact me with any questions. You can reach me at tlafreniere@nsps.us or at 401-465-0124.

Sincerely,

Tracy L. Lafreniere

*Reading Specialist, North Smithfield Elementary School
2016 Rhode Island State Teacher of the Year*

August 19, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education
Liaison to the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

**Re: 2020 Request for Proposals for New Student Seats, Providence
Preparatory Charter School**

Dear colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

As a Providence resident for over two decades the Johns Hopkins report on the state of teaching and learning in the Providence Public School District sadly affirmed much of what I have heard from students, parents, and teachers. While support for the schools needs to be comprehensive and sustained, I believe it needs to take many forms. Expanding options for students in my city through the creation of the Providence Preparatory School is a critical piece of the solution. This model, led by Toby Shepherd, an experienced and proven educator, will bring an innovative, highly personalized, and rigorous approach to educating our middle schoolers that may literally change the lives of over 250 students per year.

Please do not hesitate to contact me with any questions. You can reach me at dmoscarelli@fgschools.com or at 401-351-7989.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Moscarelli', with a stylized flourish at the end.

David Moscarelli
2015 Rhode Island Teacher of the Year
Innovation Coordinator / Science Teacher Ponaganset High School

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curator@caneweb.org

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira, Liaison to the Board of Education
RI-DESE
255 Westminster Street
Providence, Rhode Island, 02903

July 27, 2020

Dear Ms. Teixeira and Members of the RI Board of Education:

As the president of the Classical Association of New England, as a professor of Classics at UMass Amherst, and as the director of a Latin teacher training program, I am pleased to submit this letter of support for the Providence Preparatory Charter School, a proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of Providence students in grades five through eight for success in college preparatory high schools. Providence Preparatory Charter School is being proposed by a founding group of civic leaders who share a common commitment to the City of Providence and to educational excellence for all students.

The Latin teacher preparation program I have been directing at UMass Amherst for over a decade has produced hundreds of Latin teachers over the past 40 years. Through this work, I am consistently made aware of the value of Latin, Classics, and humanities (in general) to the education and college preparation of young people. This new school's vision for and dedication to young peoples' erudition will aid a future generation of scholars, workers, and citizens who will, in turn, be the leaders, educators, and contributors in Providence and beyond. I hope you will view this new educational facility as a welcome opportunity for the young people of your city to further their education regardless of their economic circumstances.

Please do not hesitate to contact me with any questions. You can reach me at president@caneweb.org or tramsby@umass.edu.

Sincerely,

Teresa Ramsby



900 Admiral St.
Providence, RI 02904

June 23, 2020

Hon. Members of the Rhode Island Board of Education
c/o Angela Teixeira
Special Assistant to the Commissioner of Elementary and Secondary Education Liaison to
the Board of Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903

**Re: 2020 Request for Proposals for New Student Seats, Providence Preparatory
Charter School**

Dear colleagues:

I am pleased to submit this letter of support for Providence Preparatory Charter School, a
proposed new college-preparatory charter middle school for the City of Providence.

As proposed, Providence Preparatory Charter School would prepare a diverse group of
Providence students in grades five through eight for success in college preparatory high
schools. Providence Preparatory Charter School is being proposed by a founding group of
civic leaders who share a common commitment to the City of Providence and to
educational excellence for all students.

As a pastor in Rhode Island it is important to see education impact our community and
prepare youth for greater service and opportunities. It is my goal to see this initiative
succeed for our city and our state.

Please do not hesitate to contact me with any questions. You can reach me at
Pastorwesley2@gmail.com or at 516-728-5108.

Sincerely,

Philip M. Wesley II, Ph.d
Pastor



PVD PREP